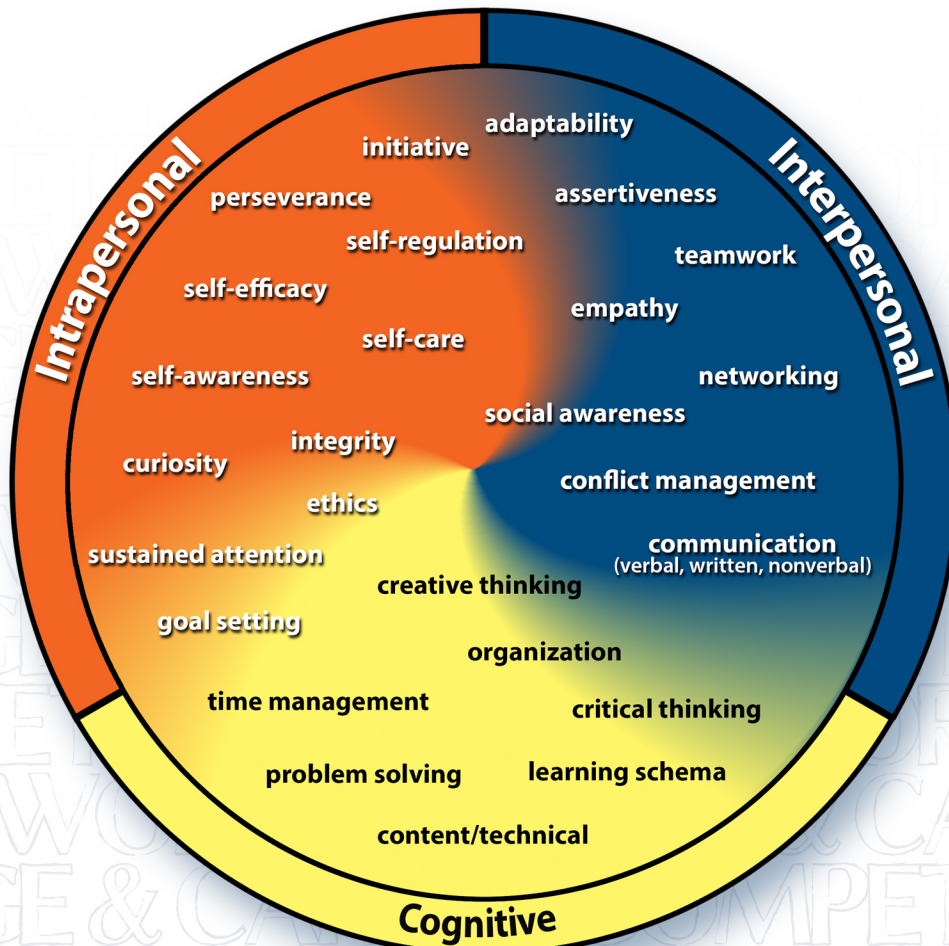


CONFLICT MANAGEMENT

LESSONS

INTERMEDIATE



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Introduction

The *Conflict Management Lessons [Intermediate]* contain eight units that build students' understanding and practice of conflict management concepts. Each unit is designed to be taught across time and contains a series of instructional activities with specific student learning targets. The lessons were developed for students in Grades 3–6 but can be used with older or younger students. The *Conflict Management Lessons [Primary]* and *Conflict Management Lessons [Secondary]* provide aligned instructional activities that can be adapted for all ages.

Instructional Activities

Instructional activities range in length from 20 to 30 minutes and should be taught sequentially. Scenarios, guiding questions, and writing/drawing prompts are included in the activities to build students' understanding of key concepts. Students learn and practice ten Conflict Management Strategies, which help them identify how they normally respond to conflict, determine the reasons for a conflict, and determine steps they could take to resolve the conflict. The strategies can be generalized across school and home settings. The ten Conflict Management Strategies are:

1. **Explore Conflict Responses:** Understanding conflict responses helps students understand that they have a choice in how they respond to conflict and that this choice can affect the outcome.
2. **Pause and Ponder:** Stopping and thinking about conflict responses and potential outcomes during a conflict supports students in choosing appropriate conflict responses.
3. **Manage My Anger:** Identifying emotions contributing to anger helps students understand and communicate complex feelings, which improves communication.
4. **Uncover Reasons for the Disagreement:** Considering context and underlying reasons for a disagreement, such as miscommunication or misunderstanding, helps students identify next steps.
5. **Voice My Perspective:** Respectfully conveying how they perceive a conflict improves students' assertiveness and promotes meaningful interactions.
6. **Seek to Understand Perspectives:** Imagining the perspectives of others helps students develop empathy and a better understanding of context.
7. **Listen and Summarize:** Listening and summarizing what was said fosters students' understanding of others and respectful social and academic discourse.
8. **Plan My Response:** Purposefully choosing a conflict response helps students form and maintain healthy relationships.
9. **Find a Solution:** Understanding a negotiation process supports students in incorporating several Conflict Management Strategies to reach a desirable outcome for everyone involved.
10. **Help Others Find Solutions:** Mediating conflicts between others improves students' ability to listen, communicate, and problem-solve to find desirable outcomes for everyone involved.

Teaching Resources

Many of the instructional activities within the units include a prompt for students to demonstrate their knowledge of conflict management concepts by writing or drawing their responses. A complementary workbook, [My Conflict Management Workbook](#), can help educators document students' growth in conflict management concepts, refine their conflict management instruction, and provide individualized

feedback to students. The activities can also be effectively taught without the workbook by asking students to respond to the prompts verbally or in writing.

You will refer to the [Conflict Management Definition](#) and [Strategies Posters](#) throughout conflict management instruction. These should be displayed in the classroom for students to reference as they are learning and practicing conflict management.

Assessments

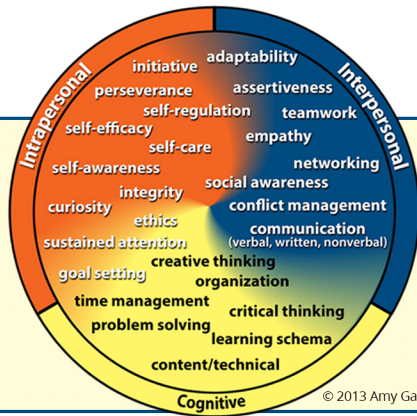
Students' growth in learning and practicing conflict management should be measured. It is important to collect baseline data related to your students' current ability to manage conflict. There are two assessment tools to measure your students' understanding and application of conflict management concepts: the *Conflict Management Knowledge Test 3–6* and the *Conflict Management Performance-Based Observation*. Both are described below and are available for immediate use at www.cccstudent.org.

The *Conflict Management Knowledge Test 3–6* (Heger, Noonan, & Gaumer Erickson, 2024) is a curriculum-based measure that assesses students' knowledge of conflict management concepts. The test includes multiple-choice, true/false, situational judgement, and short-answer items. The knowledge test is directly aligned to the lessons and should be used as a pre/post measure prior to and after teaching the conflict management lessons. A self-reflection is also included, where students rate behaviors on a 5-point Likert-type scale from *Not Very Like Me* to *Very Like Me*. The results will help students measure their knowledge of conflict management concepts and gauge their ability to apply that knowledge. For additional information on this assessment, see page 2 of the [Technical Guide](#).

The *Conflict Management Performance-Based Observation* (Noonan & Gaumer Erickson, 2020) assesses how well students demonstrate skills to manage conflict. It is appropriate for students of any age and can show growth when combined with explicit instruction and practice. This observation tool can be used at purposeful intervals to monitor the development of each student. Based on observations across time or in specific situations, the educator rates each student's conflict management behaviors on a scale. For additional information on this assessment, see page 2 of the [Technical Guide](#).

To use the assessments, create an account on www.cccstudent.org, a free assessment website (students do not need accounts). Once students have taken the *Conflict Management Knowledge Test 3–6* or you have observed their conflict management behaviors using the *Conflict Management Performance-Based Observation*, you can view and analyze classroom and individual student results on this website. The assessment results can be used to refine instruction, and students and educators can use the results to determine growth. Additional details for launching an assessment and reviewing the results are provided on the website.

CONFLICT MANAGEMENT



The **College and Career Competency Framework**, developed by Drs. Gaumer Erickson and Noonan at the University of Kansas, supports educators and families in developing resilient learners who collaborate to expand skills, express their wants and needs respectfully, and apply strategies to self-regulate and persevere. Visit www.CCCFramework.org to learn more about College and Career Competencies.

STUDENT IMPACTS

Teachers providing **conflict management** instruction and classroom practice observe student growth, including:

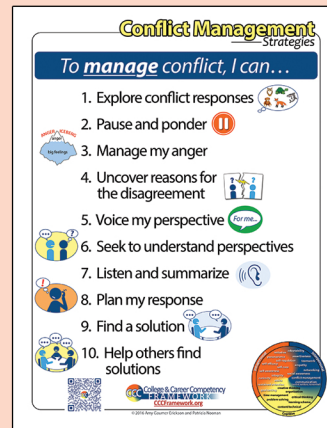
- Increased understanding of their natural response to conflict and the various methods for addressing conflict
- Increased ability to compromise and collaborate with their peers
- Prosocial behavior
- Improved communication
- Increased self-awareness and self-reflection

Research in **elementary** and **secondary** education identifies proven student impacts from teaching **conflict management**.

- Intervening as early as preschool to address conflict, aggression, and bullying is important because these behaviors can escalate into more significant aggression if left unaddressed, leading to long-term negative social skills and peer interactions as the children age (Leff et al., 2001; Levine & Tamburrino, 2014).
- Teaching **conflict management** helps students adapt to social norms used for interpreting others' verbal and nonverbal communication (Burdelski, 2020).
- Students who learn and use constructive, solution-oriented approaches to conflict may guard themselves against loneliness and symptoms of depression; conversely, students who avoid conflict may worsen their loneliness and symptoms of depression (Wang et al., 2020).
- Experts say that constructive conflict among students should occur frequently, that it is psychologically healthy, and that it can have many positive effects. These effects include bringing attention to issues, encouraging self-reflection, making relationships stronger, and improving students' abilities to work through hardships under stress (Johnson & Johnson, 2004).
- Students who train to become mediators gain skills in active listening, questioning to discover causes and motivations, interpreting nonverbal behavior, understanding multiple and differing perspectives, practicing empathy, and remaining impartial (Malizia & Jameson, 2018).

DEFINITION

Conflict Management is knowing how you usually respond to conflict, the reasons behind specific conflicts, and taking steps to resolve conflicts (Noonan & Gaumer Erickson, 2017).



Students use **conflict management** strategies to make appropriate choices in conflict situations.

RESOURCES

- **Instructional Activities** for teaching **conflict management** strategies K-12
- **Teacher Testimonial Videos** for implementing **conflict management**
- **Family Guidance** for building **conflict management** in the home
- Measure student growth in **conflict management** at www.CCCStudent.org



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Recommended citation: Heger, E., Noonan, P. M., & Gaumer Erickson, A. S. (2024). *Conflict management lessons [Intermediate]* [Teacher lessons and student workbook]. College & Career Competency Framework. <https://www.cccframework.org/competency-lessons-and-student-workbooks/>

Assessing Your Conflict Management Knowledge (Pretest)

Materials (available at www.cccframework.org/cm-lessons-int/#pre):

- *Conflict Management Knowledge Test 3–6* (online version; see pages 6–7 for the items)
- *Conflict Management Performance-Based Observation* (online version; see page 9 for the items)

Preparation: To record and access assessment results, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Conflict Management Knowledge Test 3–6*. Each assessment that you set up will have a specific code. Note the code for your test and provide that code and the link below to the students.

Assessment Link: www.cccstudent.org

Code: _____

Administer the *Conflict Management Knowledge Test 3–6*

We recommend that students complete the *Conflict Management Knowledge Test 3–6* online. For the students to complete the assessment online, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the assessment, and title the pretest so that it is easy for you to identify (e.g., “2024 Conflict Management Pretest Grade 3”). On the website, the students will receive personalized reports that you can also access.

Using the copy of the assessment on the following pages as a reference, explain to the students that for Items 1–10, they will use a 5-point scale to rate how each of the statements applies to them. Each rating should be based on how they feel. For example, if students always think about how they want to respond to a disagreement before they say or do anything, they will choose *Very Like Me*. Items 7 and 9 are reversed scored, which means students who understand conflict management concepts will rate those as *Not Very Like Me*. Assure the students that there are no correct or incorrect answers and that everyone’s responses may be different because we all have our own thoughts and feelings. Tell the students to pause and think about how they feel about a statement before marking it. Then the students will complete the second part of the assessment, which measures knowledge about conflict management. Tell the students that they may not know the correct answers now, which is expected as they might not have learned about conflict management yet. The students will repeat the *Conflict Management Knowledge Test 3–6* after all instruction is delivered.

Conflict Management Knowledge Test 3–6

Student ID _____

Date _____

	Not very like me				Very like me
	1	2	3	4	5
1. When I experience a conflict, I know there are different ways I can respond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I think about how I want to respond to a disagreement before I say or do anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When I experience a conflict, I think about reasons the conflict happened, including possible misunderstandings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I try to understand the other person’s point of view during an argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I explain my thoughts and feelings respectfully during a disagreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If I become angry during a disagreement, I can calm myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When I have a disagreement with someone, I avoid talking to them. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If two friends are arguing, I help them understand both sides of the argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. During a disagreement, I have trouble listening to others’ thoughts and feelings. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When I experience a conflict, I work with the other person to decide what we should do next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Multiple-Choice

11. Choose the best definition of conflict management.
 - a. Knowing how others usually respond to conflict so that you can avoid it
 - b. Knowing how you usually respond to conflict, knowing the reasons behind specific conflicts, and taking steps to resolve conflicts
 - c. Resolving the conflict by agreeing to what the other person wants
 - d. Resolving the conflict by focusing on what you want

12. Which of the following is NOT true?
 - a. We can choose how we express anger.
 - b. We should avoid feeling angry.
 - c. Anger is often hiding other emotions, like feeling embarrassed.
 - d. You can express strong emotions like anger in a respectful manner.

13. Which of the following is NOT a step in negotiation?
 - a. Describe how you feel.
 - b. Listen to the other person’s perspective.
 - c. Come up with three possible solutions.
 - d. Choose the easiest solution.

14. Which best describes the role of a mediator?
- A teammate who is on your side in a conflict
 - A referee who works to understand and communicate both perspectives
 - A tie-breaker who tells you which solution is best
 - A person who sides with the other person

Categorize each of these into one of the behavior definitions given.

15. Your best friend said mean things to you at school and hurt your feelings, but you don't want to say anything, so you act like everything is fine.	Collaborating	Compromising	Accommodating	Competing	Avoiding
16. You are working on a project with your friend, and she wants to create a poster. You don't have any other ideas for completing the project, so you agree on making a poster.	Collaborating	Compromising	Accommodating	Competing	Avoiding
17. You and your friend are trying to decide on an experiment for the science fair. You want to do an experiment with batteries, and he wants to build a model airplane, so you decide to combine your ideas and create a battery-powered model rocket.	Collaborating	Compromising	Accommodating	Competing	Avoiding
18. You and your friend are playing basketball. You both are trying hard to win.	Collaborating	Compromising	Accommodating	Competing	Avoiding
19. You and your friend both want to be first in line to lunch, so he agrees to let you be first today if you will let him be first tomorrow.	Collaborating	Compromising	Accommodating	Competing	Avoiding
20. You want to watch a movie, but your friend wants to play video games together. You decide to divide your time between watching a movie and playing video games.	Collaborating	Compromising	Accommodating	Competing	Avoiding
21. You got into a huge fight with your best friend at lunch, but you are studying for an upcoming exam. You do not have time to deal with the situation right now, so you decide to think about it later.	Collaborating	Compromising	Accommodating	Competing	Avoiding
22. You are watching a TV show. Your brother says he wants to watch something else. You don't care that much, so you tell him to watch whatever he wants.	Collaborating	Compromising	Accommodating	Competing	Avoiding
23. Your best friend will not respond to your texts, so you ask him if you did anything wrong. After hearing his perspective, you apologize for your wrongdoing but ask if he can communicate problems with you in the future.	Collaborating	Compromising	Accommodating	Competing	Avoiding

True or False

24. ___ Conflicts don't happen very often. When they do, you should avoid them.
25. ___ You can use strategies to improve your ability to manage conflict.
26. ___ There are times when it is okay to use each conflict management style.

Open-Ended

27. You are working on a project for social studies. Your partner wants to give a presentation, but you want to build a model city. You need to work together to get a good grade. Describe which conflict management style you would use in this situation and why.

After the students have completed the online assessment, a Results page will be displayed. Remind them that there are no incorrect responses to the first 10 items and that they will have different answers because they each have their own unique feelings about things. Have the students look over Items 1–10 and identify items they rated high, indicated by checkmarks shaded in green. Ask the students to write three of these items in the table under the column *My strengths in conflict management*.

Then, have the students identify items they rated low, indicated by checkmarks shaded in pink or red. Ask the students to write three of these items in the table under the column *My areas for growth in conflict management*.

My strengths in conflict management (checkmarks shaded in green)	My areas for growth in conflict management (checkmarks shaded pink or red)
1.	1.
2.	2.
3.	3.

Next, have the students write down their score on the knowledge test:

Multiple-choice score: _____/16 _____%

Explain to the students that they will likely improve on the knowledge test portion as they learn concepts related to conflict management. They will retake this assessment later in the year, and it will show their growth.

To access both individual and aggregated student results yourself, log back in to your account on www.cccstudent.org, click on **My Portal**, scroll to the list of **My Assessments**, locate your assessment, and click on the **Results** button to open the teacher view for that assessment. To view the individualized reports for each student, in **My Portal** click on your assessment’s title.

The students will repeat the *Conflict Management Knowledge Test 3–6* after all instruction is delivered.

Use the *Conflict Management Performance-Based Observation* to observe students

The *Conflict Management Performance-Based Observation* (see page 9) measures students’ conflict management behaviors. You will rate each student’s conflict management behaviors on a 4-point scale. We recommend that you observe and record your students’ conflict management behaviors three times per year (at the beginning, midway through, and after instruction) to see student growth and challenges.

Reflect on the past three weeks and each student’s demonstration of the behaviors listed in the observation. Use the scale to rate each student’s proficiency. If you haven’t had an opportunity to observe a behavior, select *Not Observed*. For behaviors that you haven’t observed, consider providing opportunities that allow students to demonstrate those behaviors. For example, when students are involved in a disagreement, encouraging them to try and resolve the disagreement would provide an opportunity to observe how well each student is addressing the fifth indicator, “Demonstrates negotiation and mediation strategies in conflict situations.”

To complete the *Conflict Management Performance-Based Observation*, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Conflict Management Performance-Based Observation*. Title the observation so that it is easy for you to identify (e.g., “2024 Conflict Management Observations Grade 3”). The website will automatically graph three observations for each student and provide both individualized reports and a class-wide summary.

Conflict Management Performance-Based Observation

Student ID _____

Date _____

Based on observations across time or in specific situations, evaluate each student's performance. This assessment can be used at purposeful intervals to monitor the development of each student.

Beginning: Not yet able to demonstrate without scaffolding.

Emerging: Minimal or superficial demonstration; prompting likely required.

Proficient: Sufficient demonstration, including self-appraisal and detailed, personalized application.

Advanced: Independent and consistent demonstration; teaches/prompts others.

Not Observed is documented if there has not been the opportunity to observe the behavior performed by an individual student.

Conflict Management Sequence Indicators	Beginning	Emerging	Proficient	Advanced	Not Observed
1. Anticipates outcomes when different conflict management styles are applied to various situations (Strategy 2, <i>pause and ponder</i>).					
2. Demonstrates understanding the context of conflicts, including the perspectives of all involved (Strategy 4, <i>uncover reasons for the disagreement</i>).					
3. Describes the conflict management styles and identifies appropriate situations for using each style (Strategy 1, <i>explore conflict responses</i>).					
4. Applies appropriate conflict management approaches to situations based on desired outcomes (Strategy 8, <i>plan my response</i>).					
5. Demonstrates negotiation and mediation strategies in conflict situations (Strategy 9, <i>find a solution</i> ; Strategy 10, <i>help others find solutions</i>).					

Unit 1: Introducing Conflict Management

Learning Targets:

1. I can define conflict
2. I can explain conflict management
3. I can **explore conflict responses**
4. I can identify conflict responses and ways each affects the outcome of a disagreement

Materials (available at www.cccframework.org/cm-lessons-int/#u1):

- Conflict Management Definition Poster
- Video *What Is Conflict Management?*
- Conflict Management Strategies Poster
- Video **Explore Conflict Responses**
- A copy of the Attributes of the Five Conflict Management Styles chart for each student
- Video *Conflict Styles*

Instructional Activities:

1. I can define conflict

Explain to the students that they are going to learn about disagreements, the reasons they happen, and ways to work through conflicts.

Tell the students that before they learn ways to work through conflicts, or “conflict management,” it is important that they understand what “conflict” means. Ask the students to work with a partner and answer these questions:

- How would you explain conflict?
- What are some examples of conflicts you have experienced?
- Is conflict between people always bad? Why or why not?

Allow the students a few minutes to work with their partner. Then ask each group to summarize their discussions. Tell the students that “conflict” is a struggle or contest between people with opposing needs, ideas, beliefs, or goals. Conflict doesn’t always mean there is a physical altercation. Conflict can happen with or without words. It can happen through someone’s actions or feelings.

Inform the students that conflict is common and happens every day. Conflict between two people is not necessarily a negative thing. It can help us understand each other better and learn to consider others’ point of view, especially if we use Conflict Management Strategies to help us work through disagreements.

Tell the students to remember a time when they felt frustrated or upset with a friend, sibling, or parent. Then ask the students to write about or verbally explain a conflict they have recently experienced by answering these questions:

- What was the conflict about?
- What was each person’s point of view? What did each person want?
- Did the conflict happen because of differing needs, ideas, beliefs, or goals?

Once the students have written or verbally explained, emphasize that it’s important to think about why a conflict is happening so that they can use specific strategies to begin resolving the conflict.

Some causes of conflict are misunderstandings, someone not listening, differences of opinions, and misunderstood humor. Tell the students that you will provide an example of each cause:

- A conflict caused by a misunderstanding might occur when you’re making plans with someone. Let’s say you and a friend plan to walk home together after school but that you forget to tell your

friend you have to meet with your teacher after school. Your friend might think you've forgotten about walking home with him and become upset. Describe a time when you experienced a conflict caused by a misunderstanding.

- A conflict caused by someone not listening might occur when you and someone else are doing two different things at the same time. If you're playing video games when your brother reminds you it's your turn to do chores, you might not hear him. He could get upset if he thinks you're avoiding your responsibilities. Describe a time when you experienced a conflict caused by someone not listening.
- A conflict caused by a difference of opinion might occur when you and someone else have strong feelings about something and you both feel different about it. If you really want to go to the movies but your friend is excited about a football game, you might argue about what to do. Describe a time when you experienced a conflict caused by a difference of opinion.
- A conflict caused by misunderstood humor or joking might occur when someone makes a joke without fully understanding how it makes others feel. If your brother jokingly calls you "stupid," even though you think he doesn't mean it, you might still feel hurt. Describe a time when you experienced a conflict caused by misunderstood humor.

Ask the students to work with a partner again and summarize what they have learned about conflict so far. Use these prompts to generate discussion between students:

- Describe what you have learned about conflict so far.
[Possible responses: conflict is common; conflict isn't always bad; it can lead to better understanding.]
- What are some reasons conflict can occur?
[Possible response: conflict can occur because of a misunderstanding, miscommunication, not listening, and misunderstood humor or joking with someone when they don't like it.]

After a few minutes, ask a few volunteers to summarize the discussions they had with their partner, making sure that the key concepts represented in the "possible responses" are mentioned. Remind the students that conflict occurs often and that it happens for many different reasons. Explain that they will learn more about conflicts and strategies they can use to help them resolve conflicts.

Emphasize that learning how to resolve disagreements or conflicts leads to stronger relationships with friends and family members. Learning to resolve disagreements can help us minimize our emotional reactions, learn to voice our thoughts and feelings respectfully, and avoid escalating a situation or hurting someone's feelings. Explain that when we learn how to think about how others feel, explain how we feel, and take actions to resolve a disagreement, we are practicing conflict management.

2. I can explain conflict management

Explain to the students that they have learned about conflict and some reasons it can occur. Ask a few students to volunteer to explain conflict and provide a few reasons it can happen. Emphasize that we all experience conflict and that learning strategies for managing it can help them resolve disagreements and understand each other better.

Show the students the [Conflict Management Definition Poster](#) and explain that each section of the poster represents an aspect of conflict management. The first section, "Know your usual response to conflict," means that understanding how they usually respond to conflict will help them determine if they should learn to respond in a different way. For example, when their friend makes jokes about them or calls them names, they may often avoid saying anything even though it hurts their feelings. When they understand that this is avoiding the conflict, they can practice Conflict Management Strategies that will help them **voice their perspective** respectfully.

We all have different ways of responding when we experience a disagreement. When you know what you usually do, you can decide if it is the best response. You can ask yourself questions like “How will responding in this way affect the situation?” or “Is there a better way I could respond to this?”

Ask the students to work with a partner and reflect on their usual response to conflict. Provide them with these prompts to generate discussion:

- When you experience a disagreement, do you withdraw, get in someone’s face, go along with the other person even if it’s not what you really think or feel, or try to work things out so everyone is happy?
- How do you respond to conflict with your friend versus your sibling or parent? Is there one way you typically respond, or do you respond differently depending on the person involved?

Emphasize the middle section of the [Conflict Management Definition Poster](#), “Know the reasons for the conflict.” Inform the students that knowing the reasons for the conflict means you try to figure out what caused the disagreement. Remind the students that conflicts can happen because of misunderstandings, someone not listening, differences of opinion, and misunderstood humor. When you know the reasons for the conflict, you might ask yourself questions like “Why did the disagreement happen?” or “Is there something I don’t understand?”

Ask the students to talk with a partner about how they have tried to understand why a conflict has happened. Use these questions to generate discussion:

- When you have a conflict, do you think about why the conflict may have occurred?
- Do you think about the other person’s thoughts and feelings? How do you try to understand their point of view?

Point to the last section of the [Conflict Management Definition Poster](#), “Take steps to manage the conflict.” Explain that taking steps means you do things like talk through your feelings with the other person or try and understand their perspective so that you can resolve the issue. When you take steps to resolve the issue, you work with the other person to decide on actions you could take to resolve the conflict.

Ask the students to discuss with a partner some steps they have taken to resolve a conflict. Use this prompt to generate discussion:

- What are some things you have done to resolve a conflict?

Emphasize that when the students know their usual response to conflict, know the reasons for the conflict, and take steps to manage the conflict, they are practicing conflict management.

Provide the students with a personal example of how you used conflict management to resolve an issue, or use the example below.

Example:

When I came home from work the other day, I was very disappointed that my son had not done his chores. There were still dishes in the sink, and the garbage can was full. I raised my voice and asked him to do his chores immediately. I had reminded him before school, so he should have remembered. When he came into the kitchen, I could see that he was frustrated, and he rolled his eyes at me, which was disrespectful, and I could feel myself becoming angry. I stopped to think about what I wanted to say and do because I knew this argument was getting worse and I didn’t want it to ruin my evening. I took a deep breath and tried to think about why my son would have forgotten to do his chores. I knew that he was usually very responsible and wanted to help me. I wondered if something had happened at school. I said, “I know you usually remember to do your chores. Did something happen?” When he saw that I had calmed down and was trying to understand his point of view, he also calmed down and explained what had happened. He said he had forgotten to do his science

homework and the teacher had asked him to stay after school to complete it. He had just gotten home a few minutes before and planned to do his chores after he put his backpack away. We both apologized for getting upset, and I realized that the whole disagreement was a misunderstanding. By calming myself and asking a few questions, I was able to minimize the disagreement.

Explain to the students that learning conflict management includes learning strategies to communicate more appropriately and avoid making conflicts worse. Tell the students they are going to watch a short video that will help them understand conflict management. Show the one-minute video [What Is Conflict Management?](#) Afterward, ask the students to work with a partner to answer these questions:

- How would you explain conflict management?
[Possible response: it is understanding what to do when you have a disagreement with another person.]



From the video [What Is Conflict Management?](#)

- Why is learning how to resolve conflicts important?
[Possible responses: it helps us avoid making a disagreement worse or hurting someone's feelings; it helps us talk through conflicts instead of fighting.]

After the students have had time to discuss the questions with their partner, ask them to share their ideas with the whole class. Summarize the activity by emphasizing that conflict happens every day and that by practicing conflict management, we learn ways to talk through our disagreements.

3. I can *explore conflict responses*

Ask a few volunteers to explain what they have learned about conflict management so far. If they don't emphasize the following key concepts, reinforce them during your discussion:

- Conflict is common; everyone experiences it.
- Experiencing a conflict is not a negative thing, because it can lead to a better understanding of others.
- Conflict happens for many reasons, including misunderstandings, someone not listening, differences of opinion, and misunderstood humor or joking.
- When you know your usual response to conflict, try and understand reasons for the conflict, and take steps to manage the conflict, you are practicing conflict management.

Refer back to the [Conflict Management Definition Poster](#) and emphasize that part of conflict management is knowing your usual response to conflict. Remind the students that they talked about different ways they respond to conflict. For example, sometimes they might yell or stomp their feet. There are times when they might avoid talking and walk away, or they may choose to talk through the disagreement with the other person. Tell the students they are going to learn a strategy that will help them understand ways to

respond to conflict and choose the best way. The strategy is called **explore conflict responses**. Emphasize this strategy on the [Conflict Management Strategies Poster](#).

Tell the students they are going to watch a short video that will explain five different ways to respond to conflict. As they are watching, they should listen closely to the different conflict styles. Show the students the three-minute video [Explore Conflict Responses](#). Afterward, ask the students:

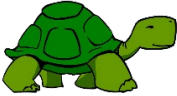


- What are the ways you can respond to conflict?
[Possible responses: you can act like a shark, a turtle, an owl, a teddy bear, or a fox.]





From the video [Explore Conflict Responses](#)

- Describe some conflict responses you have used.

Tell the students they are going to **explore conflict responses** by identifying characteristics of each style and thinking about how they would respond to conflict using each style. Give each student a copy of the [Attributes of the Five Conflict Management Styles](#) chart.

Attributes of the Five Conflict Management Styles			
	Characteristics	Goal	Possible Statements
 Avoiding	<i>I lose / You lose</i> Unassertive and uncooperative	To feel safe. Best for situations where you don't care about the outcome or where using any of the other styles might present a threat to your well-being.	Example: "Forget about it ..." 1. 2.
 Accommodating	<i>I lose / You win</i> Unassertive but cooperative	To avoid a fight. Best if you want to keep the relationship or if you don't have much time.	Example: "Yeah, I guess that's fine ..." 1. 2.
 Compromising	<i>I win a little but also lose a little / You win a little but also lose a little</i> Somewhat assertive, somewhat cooperative	To have a chance at winning sometimes (or knowing you'll get your chance next) or to keep the relationship.	Example: "Let's meet halfway ..." 1. 2.

 <p>Competing</p>	<p><i>I win / You lose</i></p> <p>Aggressive and not cooperative</p>	<p>Best used when you don't care about the other person or if you don't have much time.</p>	<p>Example: "We're going to do it my way. Period."</p> <p>1. 2.</p>
 <p>Collaborating</p>	<p><i>I win / You win</i></p> <p>Assertive AND cooperative</p>	<p>Both parties win (but it takes more time than the other styles).</p>	<p>Example: "I hear your preference. Mine is different, but I think if we talk it out, we can find a way that we both agree on."</p> <p>1. 2.</p>

Tell the students that as they are discussing each style, they should try and develop statements each style might use. For example, a turtle using the avoiding style might say, "Forget about it ..." during a conflict to avoid the conflict altogether.

Begin explaining each of the conflict management styles, starting with avoiding. Inform the students that one way to respond to a conflict is to act like a turtle. This style is called avoiding because turtles like to pull themselves into their shell to avoid conflict. Emphasize that turtles fear conflict. Refer to the [Attributes of the Five Conflict Management Styles](#) chart and ask the students to complete the fourth column for avoiding.

- If you acted like a turtle during a disagreement with a friend, what are some statements you might use?
[Possible responses: you might not say anything; "Sounds good to me."]
- What could happen if you acted like a turtle during a disagreement?
[Possible responses: you wouldn't get to do what you wanted; the other person would tell you what to do.]

Tell the students that it isn't always the best choice to act like a turtle during a disagreement. When we do, we often don't get what we want, and fail to express ourselves. But there are times when responding to a conflict like a turtle is an appropriate response. Ask the students:

- When would it be a good choice to respond like a turtle?
[Possible responses: if you don't care about the result, when you don't have anything you want to do or don't care what others are doing.]

Emphasize that acting like a turtle is okay when they don't care about the result or don't have an opinion. One example is if someone else is already playing with the basketball and so you play with the soccer ball instead. Another example might be your friend taking the last brownie so you eat a cookie even though you would have preferred the brownie.

Explain that another way to respond to conflict is to act like a teddy bear, or accommodate. Tell the students that accommodating means you're willing to give in to someone else's thoughts or goals. You care about the other person getting what they want more than yourself. Teddy bears believe that if they address the conflict, it could damage the relationship. It's more important for a teddy bear to be liked

than to get what they want or need. Refer to the [Attributes of the Five Conflict Management Styles](#) chart and ask the students to complete the fourth column for accommodating.

- What are some statements teddy bears might use during a conflict?
[Possible responses: "Whatever you want," "It's up to you," "I'm good with what you want."]
- What could happen if you acted like a teddy bear during a disagreement?
[Possible responses: the other person would take advantage of you; you wouldn't get what you needed.]

Tell the students that sometimes it isn't the best to act like a teddy bear during a disagreement. When we do, we don't get what we want, and it can lead to other people taking advantage of us. But there are also times when responding to a conflict like a teddy bear is an appropriate response. Ask the students:

- When would it be okay to act like a teddy bear?
[Possible responses: if you don't care about the result; when the other person has a better idea or knows more than you do about the subject.]

Tell the students that the third way you can respond to a conflict is to act like a fox, or compromise. Explain that a fox cares about their own wants and needs and about the other person's wants and needs too. They are usually willing to give up part of what they want in exchange for the other person giving up part of what they want. Foxes want both people to win or get something they want. Refer to the [Attributes of the Five Conflict Management Styles](#) chart and ask the students to complete the fourth column for compromising.

- What are some statements a fox might use during a conflict?
[Possible responses: "I'll do this if you do that," "Let's both agree to ... "]
- What could happen if you acted like a fox during a disagreement?
[Possible responses: neither person would get everything they wanted; it could be difficult and take a lot of time to come to an agreement.]

Tell the students that sometimes it isn't the best to act like a fox during a disagreement. When we do, we don't get everything we want, and neither does the other person. But there are times when responding to a conflict like a fox is an appropriate response. Ask the students:

- When would it be okay to act like a fox?
[Possible responses: when you need to compromise so you can move on from a disagreement, when both people have equally important goals.]

Inform the students that another way to respond to a conflict is to act like a shark, or compete. Sharks only care about their own wants and needs during a disagreement, and they don't care if another person gets their feelings hurt. They don't care if they lose friendships during a disagreement, and they might try to overpower the other person. Refer to the [Attributes of the Five Conflict Management Styles](#) chart and ask the students to complete the fourth column for competing.

- What are some statements a shark might use during a conflict?
[Possible responses: "I don't care what you want; this is what we're doing," "I need help right now!"]
- What could happen if you acted like a shark during a disagreement?
[Possible responses: people wouldn't like you; you would lose your friendships; you could get in trouble; you could make the disagreement worse.]

Tell the students that most of the time, it isn't best to act like a shark. Doing so can make the disagreement worse and hurt other's feelings. Explain that sometimes we may need to act like a shark. There are times when we need to be aggressive and tell others what to do. Ask the students:

- When would it be okay to act like a shark?
[Possible response: if someone was getting hurt or trying to hurt you.]

Inform the students that the fifth conflict management style is to act like an owl, or collaborate. Emphasize that owls value their relationships and care about getting what they want or need. They like to problem-solve during a disagreement so that each person achieves their goals. Owls view a conflict as a way to learn more about the other person and improve their relationships. They like to talk through the disagreement and work with the other person to decide how to resolve it.

Refer to the [Attributes of the Five Conflict Management Styles](#) chart and ask the students to complete the fourth column for collaborating.

- What are some statements an owl might use during a conflict?
[Possible responses: "I understand what you are saying, but here is how I feel," "Let's both brainstorm ideas for solving this problem."]
- What could happen if you acted like an owl during a disagreement?
[Possible responses: you would learn to solve problems together; you would keep your friends.]

Emphasize that acting like an owl during a disagreement means each person talks about how they feel and they listen to each other. They work together to find a solution and show respect for the other person. Explain that most of the time, acting like an owl is the best response during a disagreement.

Tell the students to work with a partner and use the [Attributes of the Five Conflict Management Styles](#) chart to take turns reviewing the characteristics of each conflict management style. They should also include examples of when it would be appropriate to respond using each style. Once the students have worked with their partners, ask a few to summarize their discussion. Then ask the class to reflect on the following questions:

- Why is it important to learn about the five different styles of responding to a disagreement?
[Possible responses: it helps me think about the best way to respond during a disagreement; we can choose the best one for a situation.]

Conclude the activity by emphasizing the strategy **explore conflict responses** on the [Conflict Management Strategies Poster](#). Inform the students that they have just learned their first Conflict Management Strategy. Tell the students that they will practice this strategy by observing how people respond to disagreements and trying to identify which style they are using. The students can also look for examples of the five conflict management styles on television, in books, and in current events. Thinking about their own responses to conflict will also help them practice this strategy.

4. I can identify conflict responses and ways each affects the outcome of a disagreement

Ask the students to work with a partner and review the five conflict responses using the [Attributes of the Five Conflict Management Styles](#) chart. As they are working with their partner, ask them to discuss possible ways each conflict response could affect the outcome of a disagreement:

- When have you used or observed this conflict response?
- How could using this conflict response affect the outcome of a disagreement?

After the students have had a few minutes to work with their partners, ask a few to provide examples around each of the five styles. Remind them that there are times when each conflict response is appropriate to use and that they have a choice in how they respond to disagreements.

Tell the students they are going to learn more about how each conflict response could impact the outcome of a disagreement. Ask them:



- Why do you think it is important to understand how each conflict response could affect the outcome of a disagreement?










- Each conflict response affects the outcome of a situation differently. How could that knowledge help you the next time you experience a disagreement?

Explain to the students that they are going to watch a video that will help them understand the impacts each conflict response can have on a disagreement. As they are watching, they should listen closely so they can discuss the impacts of each conflict response afterward. Show the students the video [Conflict Styles](#). After the video, discuss the impact each conflict style has on the outcome of a disagreement.

Tell the students they are going to practice identifying how each conflict response could affect the outcome of a disagreement by using scenarios. Explain that after reading the scenario, they will describe what they would do for each of the five conflict responses and how each would affect the outcome. You will do the first scenario with them. Then they will complete the next two scenarios in a small group.

Read Scenario 1 aloud and ask the students to brainstorm possible phrases and actions for each conflict response. Then ask the students to consider the different outcomes for each conflict response.

1. You are working on a group project, and your friend is telling everyone what to do and isn't listening to anyone's ideas.		
 Avoiding	What might you do if you chose avoiding? <i>Not say anything, go along with whatever my friend told me to do.</i>	What would the likely outcome be? <i>I wouldn't get to share ideas, but my friend wouldn't be mad at me for speaking up.</i>
 Accommodating	What might you do if you chose accommodating? <i>Shrug my shoulders and say, "Whatever you think."</i>	What would the likely outcome be? <i>We would get the project done, but I might feel bad that my friend didn't listen to others' ideas.</i>
 Compromising	What might you do if you chose compromising? <i>Remind them that this is a group project and say I'll do part of it but they also need to listen to others.</i>	What would the likely outcome be? <i>My friend might understand my point and let others share ideas, or they might be mad at me for reminding them it was a group project.</i>
 Competing	What might you do if you chose competing? <i>Raise my voice at my friend and threaten to tell the teacher if they didn't stop telling everyone what to do.</i>	What would the likely outcome be? <i>I could get in trouble; my friend would get mad at me.</i>
 Collaborating	What might you do if you chose collaborating? <i>Politely remind my friend that it is a group project and suggest we all share ideas and vote on the one we liked best.</i>	What would the likely outcome be? <i>My friend might realize their actions and start listening to others; we could complete the project by working together.</i>
2. You got in trouble for talking in class, but you were trying to help a classmate with their homework.		
 Avoiding	What might you do if you chose avoiding?	What would the likely outcome be?

 Accommodating	What might you do if you chose accommodating?	What would the likely outcome be?
 Compromising	What might you do if you chose compromising?	What would the likely outcome be?
 Competing	What might you do if you chose competing?	What would the likely outcome be?
 Collaborating	What might you do if you chose collaborating?	What would the likely outcome be?
3. Your sibling has been picking fights with you all day.		
 Avoiding	What might you do if you chose avoiding?	What would the likely outcome be?
 Accommodating	What might you do if you chose accommodating?	What would the likely outcome be?
 Compromising	What might you do if you chose compromising?	What would the likely outcome be?
 Competing	What might you do if you chose competing?	What would the likely outcome be?
 Collaborating	What might you do if you chose collaborating?	What would the likely outcome be?

After the students have worked with their small groups and completed Scenarios 2 and 3, ask them to summarize their responses and discuss the possible outcomes for each. Emphasize that using the strategy **explore conflict responses** will help them understand the different ways they can choose to respond to a conflict and improve their ability to choose the best response for that situation. Remind the students that we all have times when responding to a conflict is difficult and that we may choose a response that isn't effective. Learning to think about each response and its effect on the outcome can help us improve our ability to manage conflict.

Unit 2: Understanding How I Manage Conflict

Learning Targets:

5. I can explain *pause and ponder*
6. I can *pause and ponder* to *explore conflict responses* in myself
7. I can name a Conflict Management Strategy that is my strength

Materials (available at www.cccframework.org/cm-lessons-int/#u2):

- Conflict Management Strategies Poster
- Video *Pause and Ponder*
- Video *5 Things You Can Control*
- A copy of the Attributes of the Five Conflict Management Styles chart for each student
- Conflict Management Definition Poster
- Conflict Management Styles Assessment

Instructional Activities:

5. I can explain *pause and ponder*

Ask the students to recall what they have learned about conflict management so far, including defining it in their own words, explaining why learning conflict management is important, and describing the strategy *exploring conflict responses*. Remind the students that they have learned about each of the conflict responses they can choose when they experience a disagreement. They have also learned that each type of response can affect the outcome of a conflict.

Emphasize that it's important for them to consider the type of response they want to use during a disagreement. Part of choosing their response during a conflict is learning to stop and think about what could happen if they respond in a certain way and about what outcome would be the most favorable. For example, if they choose to respond like a shark, using the competing response, it is important for them to understand that they may jeopardize their friendships and hurt others' feelings in order to get what they want.

Tell the students that they will learn a strategy that will help them stop and think about the way they want to respond to a disagreement. Emphasize the strategy *pause and ponder* on the [Conflict Management Strategies Poster](#) and explain that they can use this strategy anytime they need to stop and think before they respond during a conflict. Ask:

- What does it mean to pause?
[Possible responses: stop, slow down, hold.]
- What does it mean to ponder?
[Possible responses: think about, wonder, reflect.]

Inform the students they are going to watch a video that will help them understand the strategy *pause and ponder*. Show the three-minute video [Pause and Ponder](#). Afterward, ask:

- How would you explain *pause and ponder*?
[Possible responses: thinking before you say something, thinking about what you should do.]



From the video [Pause and Ponder](#)

- What could happen if you didn't **pause and ponder** during a disagreement?
[Possible response: we could say something we regret.]
- What are some situations where you might want to **pause and ponder**?
[Possible response: if you had big feelings and needed to calm yourself.]

Tell the students they are going to watch a video about things they can and can't control and how understanding those things will help them manage conflicts better. For example, you can't control what others say or do, but you can control how you respond to them. Using the strategy **pause and ponder** will help them think about their words, actions, and attitudes, but it will take effort and practice to improve their ability to **pause and ponder** before responding to a conflict.

Show the students the video [5 Things You Can Control](#). Afterward, ask:

- What were the five things mentioned in the video that you can control?
[Possible response: your attitude, words, actions, manners, and effort.]
- How does learning and practicing the strategy **pause and ponder** help you control your words and actions?
[Possible responses: it will help us remember or get in the habit of stopping and thinking about how we want to respond to a conflict; it will help us choose the best response to a disagreement.]
- What did the boy in the video say about effort?
[Possible responses: we can control our effort; putting forth effort is sometimes hard.]
- How does effort relate to learning the strategy **pause and ponder**?
[Possible responses: we have to put in effort to learn it; it takes practice and effort to learn to **pause and ponder**.]
- What are some things you can do to put in effort and learn to **pause and ponder**?
[Possible responses: remember that we have a choice in how we respond; practice taking a few deep breaths before we respond; think about what we want to do and how it will affect what happens during a disagreement.]

Tell the students they are going to complete a reflection ticket to think about how the strategy **pause and ponder** will help them. Ask them to think about potential areas of conflict they might experience over the next few weeks, like disagreements with friends, siblings, or parents. Then they should determine what they will do to remember to use the strategy, like taking a few deep breaths before responding, or walking away from a disagreement for a couple of minutes. Ask the students to respond verbally or in writing to these questions:

- **Pause and ponder** means _____.
- One example of a situation where I could practice the strategy **pause and ponder** is _____.
- I will use effort to remember to **pause and ponder** by _____.

Summarize the activity by reminding the students to **pause and ponder** anytime they have a disagreement with another person or whenever they need to think about their words and actions.

6. I can **pause and ponder** to explore conflict responses in myself

Ask the students to use the [Attributes of the Five Conflict Management Styles](#) chart and work with a partner to review each style. Then ask them to recall what they learned about the strategy **pause and ponder** and ways it will help them learn to choose their responses to disagreements. Emphasize that how they respond to conflict is a choice and that their response will affect the outcome of the disagreement.

- How could **pausing and pondering** help you choose the best response to a conflict?
[Possible responses: it could help us stop and think before we say or do anything; it will help us think about how our words or actions will affect the disagreement.]
- You can't control others, but you can control your own attitude, words, and actions. How does that knowledge help you manage conflict?
[Possible response: it helps us learn not to get upset when others do something we don't agree with or don't like.]

Explain to the students that they are going to think about how they usually respond to conflict. Emphasize the first section on the [Conflict Management Definition Poster](#) and remind the students that understanding how they usually respond to conflict is part of improving their ability to manage conflict. Inform them that when they know how they usually respond to conflict, they can determine if their response is the most appropriate for that situation or if choosing another response might improve the outcome of the disagreement. For example, if you usually respond to conflicts like a shark by raising your voice and insisting on getting your way, you may not have many friends. Learning to respond like an owl and talking through a disagreement will help others understand that you care about them and want to work together during a disagreement. Learning to respond like an owl will probably result in more friendships.

Tell the students that we usually respond to conflicts in different ways depending on who is involved in the conflict. For example, you may always respond to disagreements with your sibling by acting like a shark, but when you have a disagreement with a friend, you might usually respond like a turtle because you are afraid of upsetting the other person. Ask the students to describe how they usually respond to conflicts in various situations:

- How do you usually respond to conflicts with siblings?
- How do you usually respond to conflicts with friends?

Tell the students that they are going to take an assessment that will help them determine how they usually respond to conflict. We recommend that students complete the [Conflict Management Styles Assessment](#) online. For the students to complete the assessment online, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the assessment.

Explain to the students that they should **pause and ponder** before responding. For example, for Item 1, the students should ask themselves how often they “discuss issues with others to find solutions that meet everyone’s needs.” If they rarely do that, they will circle 1, for *Rarely*.

After the students have completed the online assessment, a Results page will be displayed, showing their preferred conflict management style.

Alternatively, give each student a copy of the [Conflict Management Styles Assessment](#). After the students have responded to each item, they score their assessment by totaling the numbers of points for each style. The style with the highest number of points is their preferred conflict management style.

Ask the students to record their preferred style. Then ask the students to get into groups based on their preferred conflict management style and collaborate as a group to determine when their preferred conflict management style is appropriate and when they would want to use a different conflict management style. Ask each group to:

- List conflicts that you encounter in which your conflict management style would be appropriate.
- List conflicts in which your conflict management style would not be the best response.

After the students have had time to respond to the prompts, ask a spokesperson from each group to describe situations where their preferred conflict management style would be appropriate and situations where the style would not be the best option. Explain that no specific style works best in every situation; each one has pros and cons and can be useful depending on the situation.

Ask the students to reflect on their preferred conflict management style and how often they default to that style. Have there been times when they wished they had chosen a different style? Have there been times when the style they chose was not appropriate?

Then tell students to respond to the following reflection prompts:

- A conflict management style that I would like to work on is _____.
- How can I practice this conflict management style?

After the students have had time to complete their reflections, collect their responses and review them, noting commonalities in the styles that students would like to improve.

7. I can name a Conflict Management Strategy that is my strength

Show the students the [Conflict Management Strategies Poster](#). Ask them to work with a partner and take turns explaining the two Conflict Management Strategies they have learned so far: **explore conflict responses** and **pause and ponder**.

After the students have reviewed the strategies, ask them to work with a partner, taking turns to answer the following questions:

- Which Conflict Management Strategy is easier for you? For example, are you good at naming and explaining each of the five conflict management responses, or are you better at **pausing and pondering** when you experience a conflict?
- If the strategy **explore conflict responses** is easier for you, how would you help someone become better at understanding each type of response? If the strategy **pause and ponder** is easier for you, how would you help someone better understand what this is and how to do it?

Point out that classmates have different strategies they considered a strength. When we know the strategies that we do well and those that are more difficult, it helps us know how to help others and know what we need to focus on ourselves as we are learning conflict management.

Unit 3: Understanding Anger

Learning Targets:

8. I can explain what happens to my body when I feel angry
9. I can explain how to **manage my anger**
10. I can identify feelings underneath anger

Materials (available at www.cccframework.org/cm-lessons-int/#u3):

- Video *Brain Basics: Anxiety for Kids*
- Conflict Management Strategies Poster
- Video **Manage My Anger**
- Video *Anger Management Techniques for Kids*
- Video *Anger Iceberg Activity*
- A copy of the Anger Iceberg for each student

Instructional Activities:

8. I can explain what happens to my body when I feel angry

Remind the students that they have been learning about conflict management and what to do when they experience a disagreement. They have practiced **exploring conflict responses** and learned that they can respond to conflict by acting like a turtle, a teddy bear, a fox, a shark, or an owl. They have also learned how to **pause and ponder** so they can stop and think about how they want to respond when they have a conflict.

Explain to the students that they are going to learn how to manage their emotions when they experience a conflict. When we have a conflict with another person, we usually experience strong emotions, like frustration or anger. When we begin to experience strong emotions, our body responds by sending us signals. These signals are called physiological feedback and include a racing heart, sweaty palms, or shortness of breath. This is our body's way of telling us that we are experiencing strong emotions. When we learn to recognize those signals, we can do things to minimize physiological feedback from our body so that it doesn't get in the way of our thinking or communicating.

Provide the students with the example below, which emphasizes physiological feedback and actions that can be used to minimize emotional reactions.

Example:

When I was younger, my best friend and I loved playing basketball. We decided to sign up for a basketball team, but we were placed on separate teams. We didn't have to play each other until we got to the championship game. During the game, my team wasn't playing very well and ended up losing. When I was walking out of the gym, my best friend waved his trophy at me and said, "Ha, ha, you lost!"

I felt so angry at him. I could feel my hands form into fists, and my heart was racing. I wanted to shout at him. I knew that I was having strong emotions. I needed to calm down before I responded to my friend, or I might say or do something that I would regret and that would get me in trouble. I walked away from my friend and took a few deep breaths, but I still didn't feel like talking to him, so I decided to walk home alone. The walk helped me calm down and realize that I didn't need to respond to my friend's comment right away. If I had, we would have gotten into a fight and probably wouldn't be friends anymore. When I got home, I told my mom what had happened, and she helped me think about my feelings. I realized that even though I thought I was angry, I was really hurt that my friend would make fun of me. She suggested that I call my friend and explain my feelings. I called

him and explained that when he made fun of me, it hurt my feelings because I thought we cared about each other and were really good friends. My friend felt bad and explained that he was joking and hadn't meant to hurt my feelings. His apology made me feel better, and we agreed that we shouldn't make fun of each other, especially when it comes to playing basketball!

After providing the students with a personal example, discuss what happens when we experience strong emotions:

- When have you experienced strong emotions and noticed the signals your body was sending you?
- What were the signals? What did you do?
- How could it help you to know that your body sends you signals when you experience strong emotions?

[Possible response: we could learn to calm down before we respond to a disagreement.]

Tell the students that when they experience signals from their body, they can take deep breaths, walk away from the disagreement, or visualize something positive. Explain that strong emotions also cause parts of our brain to shut down, which makes it difficult to learn, think clearly, or communicate clearly.

Inform the students that they are going to watch a video that explains what happens to our body when we experience strong emotions. As they are watching, they should listen for what happens to our brain and what we can do when we experience strong emotions. Show the video [Brain Basics: Anxiety for Kids](#).

Afterward, discuss what happens to the body and the brain when we experience strong emotions:

- What happens to our brain when we experience strong emotions?
[Possible responses: the smart part of our brain shuts down, and that makes it hard to concentrate or think clearly; our brain doesn't know the difference between real danger, like a bear, and feeling stressed.]
- What are some things you can do when you notice signals from your body, like a racing heart?
*[Possible response: take a few deep breaths, **pause and ponder** the best way to respond, or go for a walk.]*

Emphasize that it is important to recognize when our body sends us signals so that we can minimize those signals and continue to think or communicate clearly. Tell the students that learning to recognize the signals their body is sending them is the first step in improving their ability to manage their emotions and manage conflict.

Tell the students to think about the last time they experienced a conflict and had strong emotions. Ask the students to complete a reflection ticket using these prompts:

- Describe the signals your body sent you when you had strong emotions during a disagreement.
- What will you do next time you notice physiological feedback from strong emotions?

Summarize the activity by reminding the students that how they respond to conflicts is a choice and that when they have strong emotions, they will experience physiological feedback. When they understand what happens to their body and their brain during a conflict, they can minimize their body's signals and learn to think about what they want to do.

9. I can explain how to *manage my anger*

Remind the students that they have been learning about strong emotions, like anger, and that they can better manage conflict by understanding the physiological feedback, or signals their body sends them, when they are angry. Tell the students that learning to manage their strong emotions will help them communicate more effectively and avoid saying or doing something that could make a conflict worse.

Explain to the students that they are going to continue learning about strong emotions, especially anger, and ways they can manage their anger when they have a disagreement with someone. Review the example from Activity 8 and discuss the different actions that helped manage emotional reactions.

Emphasize that learning to recognize their body’s physiological feedback will help them know that they need to apply calming techniques, like taking deep breaths, going for a walk, or using positive affirmations to minimize their emotional reactions. Ask the students to recall the last time they became very angry:

- What physiological feedback do you remember experiencing?
- Were you able to use calming techniques to minimize the physiological feedback, or did it get in the way of communicating your feelings effectively?
- Describe a time when you were able to use a calming technique to minimize your emotional reactions during a conflict.

Point out that everyone experiences strong emotions and that we can’t avoid them but that we can learn to manage them so that they don’t get in the way of what we want to say or do. Tell the students that they can use the strategy **manage my anger** to help them reduce emotional reactions and communicate their thoughts and feelings in a respectful manner. Emphasize the strategy on the [Conflict Management Strategies Poster](#). Tell the students that you will show them a video that will help them learn other ways to manage their anger. Show the students the three-minute video [Manage My Anger](#). Afterward, debrief the video:

- How would you explain the strategy **manage my anger**?
[Possible response: it’s when you know that you are becoming upset so you take deep breaths to calm yourself.]



From the video [Manage My Anger](#)

- What are some things you can do to **manage your anger**?
[Possible responses: take deep breaths, go for a walk, talk to someone about my feelings.]



From the video [Manage My Anger](#)

- Why is it important to learn to **manage your anger**?

[Possible responses: it helps you calm down and communicate clearly; it keeps you from hurting yourself and others; it helps you explain your feelings better when you are calm.]

Inform the students that each of us has different calming techniques that we prefer or that work best but that it's important to know and practice several different calming techniques, especially during a conflict when they have strong emotions. Tell the students that they are going to hear about many different calming techniques they can use. The techniques fall into five different categories, called coping skills: relaxation skills, distraction skills, movement, thinking skills, and communication skills.

Tell the students that to learn more about each of the categories, they will divide into five groups. Each group will represent a coping skill category. Assign each group a category and inform the students that they will watch a video. As they are watching the video, they should listen for their group's category and jot down as many different techniques for that category as they can. For example, for the category relaxation skills, the video mentions belly breathing, square breathing, and triangle breathing. The students who are in that group would need to record each of those techniques.

Show the video [Anger Management Techniques for Kids](#). Explain to the students that their group is going to create a poster for their coping skill category that includes illustrations of each technique and examples of when they could use the techniques. Each group should draw their different techniques. At the bottom of the poster, they should use this prompt to generate a list of at least three example situations when the techniques could be used:

- You can use [name of coping skill category] when:
 - You're upset because your friend made fun of you.
 - Your sister is annoying you.
 - You're angry because you didn't get to play soccer at recess.

After the groups have had time to create their posters, ask each group to present their poster to the class by explaining the illustrations and providing examples of when they could use the different calming techniques. Display the posters in the classroom as a visual reinforcement of the strategy **manage my anger**.

Summarize the activity by asking the students to complete a reflection ticket that will help them remember to **manage their anger**. The students will choose two different calming techniques from the posters that they will use the next time they feel angry.

- The next time I feel angry, I will **manage my anger** by using these calming techniques:

10. I can identify feelings underneath anger

Remind the students that they have been learning about strong emotions, especially anger. Ask the students to describe some of the key concepts associated with the strategy **manage my anger**:

- How do you know when you are experiencing strong emotions, like anger or frustration?
[Possible response: our body sends us signals, like racing a heart, sweaty palms, or warm cheeks.]
- What happens to your brain when you feel anger, frustration, or anxiety?
[Possible responses: the thinking part of our brain shuts down, making it hard to communicate; it becomes difficult to express our emotions clearly; our emotions get in the way of our learning.]
- Describe some calming techniques you can use to manage your anger.
[Possible responses: taking deep breaths (triangle or square breathing), going for a walk, journaling, talking to someone, drawing.]

Emphasize the posters that the students illustrated in Activity 9 and remind them to refer to the posters anytime they experience strong emotions. Tell the students that there are times where they will probably have to use several coping skills or calming techniques to **manage their anger**.

Inform the students that anger is a complex emotion. We may appear angry on the outside, but when we think about our emotions, we often realize that there are other emotions underneath anger, like hurt, disappointment, or embarrassment.

Explain that learning to think about our emotions and reasons we are feeling them will help us understand our feelings and communicate them to others. Tell the students that when they experience a disagreement, they should use calming techniques to **manage their anger**. Then they should try and identify underlying emotions they might be feeling by asking themselves:

- What other emotions am I feeling besides anger?
- Is there another way to look at this?

Inform the students that we can compare anger and the feelings associated with anger to an iceberg. An iceberg looks small from the surface of the water, but there is more to it underneath the water. When we have disagreements, we usually look and feel angry, but when we think about the situation and our feelings more closely, we realize that there are lots of other emotions beneath the surface.

Show the students the video [Anger Iceberg Activity](#). Afterward, debrief the key points:

- How is anger like an iceberg?
[Possible responses: there are emotions under anger that we don't realize; anger is what we might be showing, but we probably have other emotions inside.]
- How can you use the Anger Iceberg to help you understand your emotions?
[Possible responses: it can help us identify other emotions that we might not realize we are experiencing; it can remind us to think about our emotions and what's really going on inside.]

Provide the students with a personal example of a time when you seemed angry but underneath there were other emotions. You can also use the example below.

Example:

When I was in fifth grade, my best friend, Lucy, and I had a disagreement. We got a new student named Tabitha in our class. Before I knew it, Lucy had asked Tabitha to sit with her at lunch and go to the game with her that weekend. Lucy and I always sat together at lunch and spent time together on the weekends. When I didn't have a seat beside Lucy at lunch, I started to feel angry at her. My heart was racing, and I could feel my cheeks get warm. At recess, she told me that she was going to go to the game with Tabitha and that her mother would only let her invite one person, so we would have to hang out the following weekend. When Lucy explained this, I felt anger boil up. My cheeks and neck felt hot, and tears were in my eyes. Without thinking, I yelled, "You're such a jerk! You don't even care about me anymore. I hope you and Tabitha have fun at the game!" Lucy looked at me, and I could tell she was getting angry too. She said, "You're the jerk! I don't want to be friends anymore!" I was so upset, I sat by myself on the bus ride home. It gave me time to think about our disagreement. I asked myself, "Why was I so angry at Lucy?" I thought about all the emotions I could be experiencing and realized I was probably more hurt than angry. I was hurt because she was spending so much time with Tabitha, and I was probably also embarrassed because I didn't have a place to sit during lunch. I knew that my emotions had gotten in the way of communicating how I really felt, and I was sorry for yelling at Lucy. That evening, I called her and explained that I felt hurt and embarrassed. She understood my feelings and explained that she didn't mean to leave me out. She was trying to help Tabitha adjust to a new school, and since I had plenty of friends, she didn't

think I would mind. We both apologized and agreed that we would take time to calm down when we felt strong emotions so we could avoid making an argument worse.

After the example, emphasize that even though anger was the emotion you showed on the outside, there were other emotions you were experiencing, just like an iceberg has much more ice hidden under the water. To **manage your anger**, it's important to think about what other emotions you are feeling or if there is another way to look at the situation.

Give each student a copy of the [Anger Iceberg](#). Emphasize that although we might look and feel angry, there are more emotions we are feeling, just like there is more to an iceberg than what you see on the surface. Review the different emotions listed under the water and provide examples of when you might feel each.

Tell the students that you are going to read a few scenarios to them. They will work with a partner and use the [Anger Iceberg](#) to think about each scenario and name three possible emotions, other than anger, that they could experience if they were in this situation. Then they should discuss why each of the emotions they have chosen might be possible in each scenario.

After you read each scenario and the students have selected possible emotions, ask them to share and explain why those might be the underlying emotions for the scenario.

- Your mom forgot you had soccer practice after school and scheduled a haircut for you instead. When you had to get your hair cut instead of going to soccer practice, you raised your voice and said, "You make me so mad!" What other emotions might you be feeling?
- You had been planning on playing basketball with your friend after school. You even brought your own basketball to school, but he told you that you couldn't play after school because he forgot he had already invited another friend. You felt so mad at your friend for canceling, but what other emotions might you be feeling?
- Your teacher asked you to stay in from recess because you forgot to do your homework. You missed out on playing with your friends. You felt angry at your teacher for making you stay in the classroom to complete your homework, but what other emotions might you be feeling?
- You are working on a science project with your friend, but she hasn't done any of the work, and it's due next week. You are angry at your friend for not doing her share, but what other emotions might you be feeling?
- Your brother read the essay you wrote about wanting to be a drone designer when you grow up, and he said that wasn't a real job. You felt so angry at him, but what other emotions might you be feeling?

Once the students have practiced identifying underlying emotions, emphasize that you can feel many emotions at once. Remind them that when they feel angry, they should **manage their anger** by asking themselves what other emotions they might be feeling and if there is another way to think about the situation.

Unit 4: Understanding Why the Conflict Happened

Learning Targets:

11. I can explain why *uncovering reasons for the disagreement* is important
12. I can practice *uncovering reasons for the disagreement*

Materials (available at www.cccframework.org/cm-lessons-int/#u4):

- Video *Uncover Reasons for the Disagreement*
- Conflict Management Strategies Poster
- Video *The Blind Men & the Elephant*

Instructional Activities:

11. I can explain why *uncovering reasons for the disagreement* is important

Remind the students they have learned and practiced the strategies *explore conflict responses*, *pause and ponder*, and *manage my anger*. They have reflected on how they usually respond to conflict and determined if they respond like a turtle, a teddy bear, a fox, a shark, or an owl. They have also learned that we all experience anger but that we have a choice in how we respond to our anger. The students have identified calming techniques and know to think about underlying emotions when they experience anger.

Explain to the students that this activity will focus on trying to figure out why a disagreement has happened. Inform them that part of learning conflict management is remembering to think about how your own words and actions could have affected the other person. When you consider all the things that were said and done leading up to a disagreement, you are using the strategy *uncover reasons for the disagreement*. To *uncover reasons for the disagreement*, you might ask yourself:

- What did I say and do that could have been confusing?
- What did they say and do which I may have understood wrong?

Tell the students they are going to watch a video that will help them understand the strategy *uncover reasons for the disagreement*. Show the students the three-minute video [Uncover Reasons for the Disagreement](#). Afterward, facilitate a class discussion about what it means to *uncover reasons for the disagreement*.

- What do you do when you *uncover reasons for the disagreement*?
[Possible response: you stop and think about what you said or did, and you think about the other person's words or actions.]



From the video [Uncover Reasons for the Disagreement](#)

- Why is it important to **uncover reasons for the disagreement**?
[Possible responses: so you can understand why the disagreement occurred; it will help you know what to do to begin resolving the conflict.]
- What would happen if you didn't **uncover reasons for the disagreement**?
[Possible responses: you might keep upsetting people without realizing it; you would hurt people's feelings; you might not ever resolve the disagreement.]

Emphasize to the students that **uncovering reasons for the disagreement** requires us to think about how the other person might feel in response to our words and actions. Point out the strategy on the [Conflict Management Strategies Poster](#) and explain that even if you didn't mean to hurt the other person, your words and actions can still lead to a disagreement. Learning to reflect on what has happened and **uncover reasons for the disagreement** will help you understand how to begin resolving the conflict, especially if it was due to miscommunication.

Tell the students they will watch a video where six blind men have different perspectives about an elephant. While they are watching, they should practice **uncovering reasons for the disagreement**. Start the video [The Blind Men & the Elephant](#).

Stop the video after the men argue, and ask the students to work with a partner to **uncover reasons for the disagreement** between the men. Ask a few students to share their ideas, and emphasize that uncovering something requires us to think about both words and actions as well as how the other person might interpret them.

Finish the video and ask the students to reflect on the following questions. Then debrief as a class.

- What was the problem?
[Possible response: they each thought about an elephant differently.]
- How did touching the elephant in different places cause the problem?
[Possible response: by touching the elephant, each man thought about the elephant differently; they didn't have the same ideas about what an elephant was.]

Summarize the activity by emphasizing that **uncovering reasons for a disagreement** means thinking about how our words and actions could affect the other person. Even if it isn't intentional, we can still say and do things that cause an argument, just like the men in the video didn't realize they were touching the elephant in different places, which caused them to disagree. We might not realize that our experiences, ideas, and thoughts can be different than someone else's, and not thinking about that can lead to a disagreement.

12. I can practice **uncovering reasons for the disagreement**

Ask the students to work with a partner and review each of the Conflict Management Strategies they have learned so far: **explore conflict responses, pause and ponder, manage my anger, and uncover reasons for the disagreement**. Ask the students to explain the strategies in their own words. Remind the students that in the last activity, they learned how to **uncover reasons for the disagreement** by thinking about the words and actions that were communicated and looking for possible misunderstandings.

Tell the students they are going to practice **uncovering reasons for the disagreement**. Explain that you will provide several scenarios where a disagreement has taken place. They will work with a partner to **uncover reasons for the disagreement** by thinking about what was said or done that may have been misunderstood.

- Your friend was very excited about scoring the winning basket during the basketball game. He said, "I can't believe I won the game for the team!" You shrugged your shoulders and said, "You

were just lucky—that’s all,” and now he is angry with you. How did your words or actions contribute to the disagreement?

- Your sister asked to borrow your iPad. You rolled your eyes and said, “I guess.” Even though you let her use your iPad, she told your mom that you were upset with her. How did your words and actions contribute to the disagreement?
- Your friend wanted to copy your math homework. Instead of explaining that you didn’t want to let her copy it, you lied and told her you didn’t do it. She saw you hand it to your teacher, and now she isn’t speaking to you. How did your words or actions contribute to the disagreement?
- Your friend dropped the baton during the relay race at the track meet. You laughed at him, and he yelled back, “You’re a jerk!” How did your words or actions contribute to the disagreement?
- Your friend scored higher than you on the science quiz. You said, “Wow, how did you do that? Did you cheat?” She yelled at you and told you to quit being rude. How did your words or actions contribute to the disagreement?
- You were helping your younger brother with his math homework. Every time he made a mistake, you said, “Not again. I already taught you this!” He became frustrated and doesn’t want your help anymore. How did your words or actions contribute to the disagreement?
- You knew that your friend had soccer practice, so you didn’t invite her to hang out with you after school. She just texted you and called you a snob for not inviting her. How did your words or actions contribute to the argument?

After completing each scenario, remind the students that even when we don’t mean to, sometimes we can hurt others’ feelings or upset them. When we are in a disagreement, we should remember to ***uncover reasons for the disagreement*** by asking ourselves, “What did I say and do that could have been confusing?” and “What did they say and do which I may have understood wrong?”

Unit 5: Choosing My Actions During a Conflict

Learning Targets:

13. I can **plan my response**
14. I can explain how to **voice my perspective**
15. I can practice **voicing my perspective**

Materials (available at www.cccframework.org/cm-lessons-int/#u5):

- Attributes of the Five Conflict Management Styles chart
- Conflict Management Strategies Poster
- Video **Plan My Response**
- Chart paper
- Conflict Management Definition Poster
- Video **Voice My Perspective**

Instructional Activities:

13. I can **plan my response**

Review the different responses to conflict by referring to the [Attributes of the Five Conflict Management Styles](#) chart. Ask the students to describe example words and actions for responding like a turtle, a teddy bear, a fox, a shark, and an owl when they experience a disagreement. Remind the students that there are times when it is appropriate to act like each animal. When they **pause and ponder** and think about how they could respond, it will help them choose the best response.

Tell the students they are going to learn a new strategy that will help them choose the best response for a disagreement. The strategy is called **plan my response**. Emphasize the strategy on the [Conflict Management Strategies Poster](#) and explain that when you **plan your response** to a conflict, you **pause and ponder** what could happen if you responded like a turtle, a teddy bear, a fox, a shark, or an owl. Explain that the response you choose will be based on how much you care about both the outcome and the relationship with the other person. Remind the students that when they don't care about the outcome of a situation, they might choose to act like a teddy bear. When they feel very strongly about the outcome and don't care about the friendship with the other person involved, they might choose to act like a shark.

Tell the students they are going to watch the three-minute video [Plan My Response](#). As they are watching, they should think about why it is important to **plan their response** to a disagreement.



From the video [Plan My Response](#)

After the video, discuss the strategy:

- What do you do when you **plan your response**?
[Possible response: you think about how you want to respond and what the outcome could be.]
- How does **planning your response** help you manage conflict?
[Possible responses: it helps you think before you do anything you would regret; it gives you time to express your feelings respectfully.]

Draw a simple outline of a stop light on large chart paper, making sure to have a red circle, a yellow circle, and a green circle. Explain to the students that when you **plan your response** to a disagreement, you think about two things: *when* to respond and *how* to respond. Emphasize that most of the time, you don't need to respond to a conflict right away.

There are times when it is okay to **pause and ponder** and take some time before you respond. For example, if you were having big feelings and needed time to **manage your anger** and consider underlying feelings, you wouldn't respond right away. When you have a lot of emotions, you need to calm yourself so that you can think about the disagreement clearly. If you need to calm yourself and there's no emergency, you can think of those situations as red light moments. A red light moment means that it is not the best time to respond to the conflict. Because your feelings are all mixed up, you could end up saying or doing something that would hurt yourself or others. You need time to calm down and think things through.

There are also times when you may notice that the other person is becoming upset or frustrated. When you notice the other person's body reflecting increased anger or frustration, that is a time when you will want to proceed with caution. You can think of these times as a yellow light moment. A yellow light moment means that you can see that the other person is experiencing strong emotions and you may need to choose a different time to respond to the disagreement.

There are also times when you don't have big feelings and you feel calm. You know you can respond to the conflict appropriately. For example, you might not have big feelings if your friend cut in front of you in line even though it was your turn to be first in line for lunch. You could calmly and respectfully say, "It is my turn to lead the line. Please go back in the line." You can think of those times as green light moments.

Remind the students that we can also think of green light, or "act now" moments, when there is an emergency and we need to get help during a conflict. For example, if your friends were fighting and one of them hurt the other person, that would be a green light moment because we would need to do something right away.

Share the following examples with the students and ask them to determine if they are red, yellow, or green light moments.

- You and your brother are arguing over whose turn it is to take out the trash. The argument has become so heated you feel angry and short of breath, and you feel like you're going to start shouting at him.
- Your friend is frustrated with you for forgetting that you agreed to practice basketball with her after school. When you finally remembered, you could tell she was really upset with you.
- Your friend didn't save you a seat during lunch, so you sat with some other friends. You still want her to know that your feelings were hurt, though.

Explain to the students that once they have determined *when* they plan to respond to the conflict, they need to determine *how* they will respond. Do they want to respond like a turtle, a teddy bear, a fox, a shark, or an owl? Emphasize that how they respond to a conflict is a choice and that they should think carefully about their options.

Tell the students they are going to play a game where they decide *when* they want to respond to a conflict and *how* they want to respond to a conflict. The game is called Red Light, Green Light, Respond. During the game, you will read a scenario, and they will work with a partner to decide *when* they will respond by choosing the red light moment, yellow light moment, or green light moment. Then they will decide *how* they will respond by acting like a turtle, a teddy bear, a fox, a shark, or an owl. Emphasize that they will need to use clues from each scenario to determine if it is a red, yellow, or green light moment. After they have decided when and how they will respond, ask them to predict the outcome of the situation based on the response. Have them share their ideas with the class after each scenario.

- You forgot to complete your math homework, so the teacher has asked you to stay in from recess to do it. You feel angry and frustrated because you want to go to recess. Your fists are clenched, and there are tears in your eyes. You want to shout at the teacher.
 - Is this a red, yellow, or green light moment? How do you know?
 - After you calm down, which type of response to this conflict will you choose? Why do you feel that is the best response?
- You asked your friend to wait for you so you could go in the same group to lunch, but he forgot. You feel disappointed, but some of your other friends are in your group, so you don't worry about it too much.
 - Is this a red, yellow, or green light moment? How do you know?
 - Which type of response to this conflict will you choose? Why do you feel that is the best response?
- You told your sister that she wouldn't ever be as good at playing piano as you because she doesn't practice as much as you. After you told her this, her face became red, and she is glaring at you.
 - Is this a red, yellow, or green moment? How do you know?
 - After allowing her to calm down, which type of response to this conflict will you choose? Why do you feel that is the best response?
- You told your friend you can't wait to be a starter for the basketball game on Friday. He yelled at you and said, "Quit bragging," and stomped away. He knows this is one of your goals, and he has really hurt your feelings.
 - Is this a red, yellow, or green light moment? How do you know?
 - Which type of response to this conflict will you choose? Why do you feel that is the best response?

Summarize the activity by reminding the students to ***pause and ponder*** and ***plan their response*** when they have a disagreement. Remind the students that when they ***plan their response***, it helps them choose the best response for that situation.

14. I can explain how to voice my perspective

Tell the students they are going to play a game to review the Conflict Management Strategies they have learned so far: ***explore conflict responses, pause and ponder, manage my anger, uncover reasons for the disagreement, and plan my response***. Explain that you will give them clues. Based on the clues, they determine the strategy.

Read these clues to the students:

1. Thinking about how your words or actions could have contributed to a disagreement (***uncover reasons for the disagreement***)

2. Understanding that you can respond to disagreements in different ways and that each way could affect the outcome of the disagreement (**explore conflict responses**)
3. Determining how you want to respond and when you want to respond to a conflict (**plan my response**)
4. Stopping to think about which type of response would be best when experiencing a disagreement (**pause and ponder**)
5. Using techniques to calm yourself when you experience big feelings like frustration and identifying underlying emotions (**manage my anger**)

Show students the [Conflict Management Definition Poster](#) and remind them that they have been learning about the third aspect for conflict management, taking steps to manage the conflict.

Inform the students that their experiences in life influence their perspectives and that each person has their own unique perspectives. Tell the students that when they learn the strategy **voice my perspective**, it helps them communicate clearly what they want and how they feel. Emphasize this strategy on the [Conflict Management Strategies Poster](#).

When you **voice your perspective**, you explain how you think or feel based on what you know about or have experienced. Show the students the three-minute video [Voice My Perspective](#), then facilitate a discussion about the strategy:

- What do you do when you **voice your perspective**?
[Possible response: you use the templates “I feel _____ when _____” and “I think _____ because _____,” and you calmly explain your thoughts and reasoning.]
- Why is it important to **voice your perspective** during a disagreement?
[Possible responses: so the other person understands your perspective, so you can begin to resolve the issue.]



From the video [Voice My Perspective](#)

- How does **voicing your perspective** help you manage conflict?
[Possible response: it helps you communicate clearly and avoid making the disagreement worse by saying something you don't mean.]

Explain to the students that when there is a disagreement, each person has a different perspective, and understanding each other's perspective will help resolve the conflict. Neither perspective is necessarily right or wrong—they are just different. Inform the students that there are several templates they can use to help them **voice their perspective** clearly. The video mentions “I feel _____ when _____” and “I think _____ because _____.” They can also use “I want _____ because _____.”

Emphasize that each template can be used to voice specific aspects of their perspective. Share the following examples:

- I *feel* hurt *when* you talk about me behind my back because it makes me think we aren't really friends and I am also embarrassed.
- I *think* we should take turns playing the new game *because*, if not, someone will not get a chance to play.
- I *want* you to stop talking about me behind my back *because* it's hurting our friendship.

Tell the students to work in small groups and discuss a recent conflict they have experienced. Ask them to practice using the three templates to **voice their perspective** in that conflict. Some examples of recent conflicts the students might have experienced include:

- A disagreement with a sibling
- A disagreement about what activity to do with their friends
- A disagreement about a group project

Summarize the discussion by emphasizing that conflict can be resolved when we learn to **voice our perspective** clearly and respectfully. Explain that before you **voice your perspective**, you may need to use several other Conflict Management Strategies. For example, you might need to calm yourself by **managing your anger**, and you might also want to **plan your response** by thinking about how and when you want to respond. Using the templates "I feel _____ when _____," "I think _____ because _____," and "I want _____ because _____" will help you **voice your perspective**, especially in situations when it's difficult to express how you feel or what you want.

15. I can practice voicing my perspective

Remind the students they have been learning how to take steps to resolve a conflict and how to **voice their perspective**. Ask them to recall the templates they can use when **voicing their perspective** to help them communicate clearly and respectfully ("I feel _____ when _____," "I think _____ because _____," and "I want _____ because _____").

Tell the students that **voicing their perspective** can be difficult, especially if they know the other person disagrees, but to resolve a conflict, it's important that everyone **voices their perspective** because it helps them understand each other and find ways to begin resolving the conflict.

Inform the students that they are going to practice **voicing their perspective** by thinking about a few topics they may have strong opinions about. Explain that they may each have different perspectives about the topics and different reasons for agreeing or disagreeing with the topic. Tell the students that you will read a topic and provide them with a few minutes to write down what they think, how they feel, and what they want. For example, if the topic was extending recess time, a student would **voice their perspective** by explaining what they think, how they feel, and what they want.

Example:

I think recess time should be extended because it makes me happy to be outside. I feel more energetic and hopeful when I spend time outside. I want recess time to be extended so I can visit with my friends and get more exercise during the day.

Use the following list of topics or generate your own based on your students' needs or interests.

1. Providing a snack machine for students to use
2. School starting at 9:00 a.m. instead of 8:00 a.m. and staying an hour later
3. Less playground equipment but more room for sports

Allow the students a few minutes to write statements based on the templates “I feel _____ when _____,” “I think _____ because _____,” and “I want _____ because _____” for each topic. Then divide the students into small groups and ask them to share their statements for each topic with the group. After working in groups, discuss their experiences:

- What happened when you **voiced your perspective**?
[Possible responses: I was able to clearly say how I felt and what I wanted; not everybody agreed with me; I learned about others’ perspectives on the topic.]
- How did **voicing your perspective** make you feel?
[Possible responses: nervous that somebody might disagree with me; I liked explaining myself to others.]
- What might happen if you didn’t **voice your perspective** during a disagreement?
[Possible responses: we wouldn’t understand each other; we could miss out on some valuable perspectives or ideas; we wouldn’t know how to come to an agreement.]

Summarize the activity by reminding the students that communicating how they feel, what they think, and what they want is an important step in resolving the disagreement. They should remember to use the strategy **voice my perspective** to help them communicate clearly during a disagreement.

Unit 6: Understanding Others During a Conflict

Learning Targets:

16. I can explain empathy and describe how I could show empathy
17. I can explain why *seeking to understand perspectives* is important
18. I can practice *seeking to understand perspectives*
19. I can *listen and summarize*

Materials (available at www.cccframework.org/cm-lessons-int/#u6):

- Video *Three Blind Men & the Elephant*
- Video *Show Empathy*
- Anger Iceberg
- Feelings Chart
- Video *First Day*
- Conflict Management Strategies Poster
- Video *Seek to Understand Perspectives*
- Video *Snack Attack*
- Video *Listen and Summarize*

Instructional Activities:

16. I can explain empathy and describe how I could show empathy

Remind the students that they have been learning about why disagreements happen and that they have practiced *voicing their perspective*. They have also learned to *uncover reasons for the disagreement* by thinking about their words and actions and the ways that those could have contributed to the disagreement.

Review the events from the video [The Blind Men & the Elephant](#) and emphasize that the characters experienced a situation differently based on their perspective. Tell the students that they will focus on understanding others in this unit and learn how to think about another person's thoughts and feelings when they have a conflict.

Describe empathy for the students by explaining it as trying to understand how someone feels even if you don't feel the same way. Show the two-minute video [Show Empathy](#), an Assertiveness Strategy that is necessary for managing conflict. Afterward, facilitate a class discussion about why it is important to show empathy:

- How would you describe showing empathy?
[Possible responses: it means that you think about how the other person feels by remembering a time when you felt that way; you show that you understand how they feel.]
- When you have a disagreement, why is it important to show empathy?
[Possible responses: to show respect, to help us understand each other, to be a better friend.]

Inform the students that there are three actions they can do to show empathy. The first action is to observe the other person's facial expressions and body language to gather clues about what that person might be feeling.

The second action is to think about and try to identify what the other person might be feeling. Remember that the emotions we show on the outside are sometimes different than the ones we feel on the inside, like with the [Anger Iceberg](#). Tell the students they can also use the [Feelings Chart](#) to help them identify the other person's feelings.

The last action for showing empathy toward another person is to ask them questions to help you understand more about their perspective. You might ask the other person, “Why are you feeling this way?” or “Did I misunderstand something?”

Tell the students that they are going to listen to a poem about someone who is going to a new school. As they are listening, they should try and show empathy for the character by thinking about what they are feeling. Show the video [First Day](#). Afterward, discuss:

- What feelings could the character in the poem be feeling?
- Describe a time when you had to go to a new school or do something new that scared you.

Then ask the students to write a short paragraph about when they felt the same way as the character in the poem [First Day](#). After the students have written about a similar experience, ask them to work with a partner and take turns showing empathy by listening to their partner explain when they had similar feelings as the character. Remind the students that there are three actions for showing empathy and they should complete these actions while they are listening to their partner:

1. Think about a time when they felt the same way.
2. Use clues from the other person’s facial expressions and body language to help understand the other person.
3. Ask questions to make sure they understand the other person.

After the students have worked with their partner, ask a few to share their experiences and discuss the activity:

- Describe how you show empathy for another person.
[Possible responses: observing their facial expressions and body language, identifying their feelings, and asking questions to make sure you understand them.]
- How did it feel when your partner showed empathy?
[Possible responses: it felt like somebody cared about me; somebody was listening to me.]

Summarize the activity by emphasizing that showing empathy will help them understand the other person when they are in a disagreement. It is important to understand the other person so that they can think about what they could do to resolve the disagreement.

For an additional activity that supports students in learning how to show empathy, see [Assertiveness Lessons \[Intermediate\]](#), Unit 4, Activity 13.

17. I can explain why seeking to understand perspectives is important

Remind the students that they have been learning about how to understand others and, in Activity 16, learned how to show empathy for another person. Ask a few students to explain how they could show empathy to someone.

Explain that showing empathy will help them understand the next strategy in conflict management, **seek to understand perspectives**. Emphasize this strategy on the [Conflict Management Strategies Poster](#). Remind the students they have learned that people have different perspectives and that it is important to understand each person’s perspective. They have practiced the strategy **voice my perspective**, and now they will learn how to understand someone else’s point of view. Ask the students:

- How do you **voice your perspective**?
[Possible response: you use the templates “I feel _____ when _____,” “I think _____ because _____,” and “I want _____ because _____” to explain how you feel, what you think, and what you want.]

Remind the students that they practiced **voicing their perspective** in [Unit 5, Activity 15](#), by explaining their views on different topics.

Show the students the three-minute video [Seek to Understand Perspectives](#). Afterward, discuss the strategy:

- What do you do when you **seek to understand perspectives**?
[Possible responses: you put yourself in another person's shoes, show empathy, and think about how they feel; you can ask questions to help understand the other person's perspective.]



From the video [Seek to Understand Perspectives](#)

- How can **seeking to understand perspectives** help you during a disagreement?
[Possible responses: it can help you understand the other person; it can help you show empathy; it can help you understand why there is a disagreement.]

Explain to the students that **seeking to understand perspectives** is important because it is part of showing empathy for another person and understanding the reasons the conflict has occurred. If they don't show empathy for the other person, the argument can become worse, and it will take longer to resolve the disagreement and repair the relationship. It's important to try and understand how the other person feels and what they want. When you **seek to understand perspectives**, you may discover that the conflict occurred due to a simple misunderstanding and can easily be resolved. Tell the students they are going to watch a video where there is a disagreement between a woman and a teenager. The disagreement could have been resolved if both characters had tried to understand each other. Show the video [Snack Attack](#). After the video, discuss how each character could have used the strategy **seek to understand perspectives**:

- What caused the disagreement?
[Possible response: the woman thought the teenager was eating her cookies, but it was a misunderstanding.]
- What was each character's perspective? How did each feel? What did each want?
[Possible response: the woman felt frustrated that the teenager was eating her cookies, and she wanted him to stop; the teenager was confused about why the woman was eating his cookies, and he wanted her to stop eating his cookies.]
- What could the woman have done to understand the teenager's perspective?
[Possible response: she could have asked questions like "Did I misunderstand why you are eating my cookies? Can you explain why you are eating my cookies?"]
- What was the outcome when neither character tried to understand the other person?
[Possible responses: the conflict was never resolved; the woman felt bad; nobody got what they wanted.]

Summarize the activity by asking the students to think about a time when they had a different perspective and could have used the strategy ***seek to understand perspectives***. Ask the students to complete a reflection ticket by jotting down responses to these questions:

- When have you had a different perspective than your friend?
- Why do you think you both felt different about the topic?
- How will you use the strategy ***seek to understand perspectives*** the next time you can't understand why a disagreement has occurred?

18. I can practice *seeking to understand perspectives*

Tell the students to work with a partner and explain each of the Conflict Management Strategies they have learned so far: ***explore conflict responses, pause and ponder, manage my anger, uncover reasons for the disagreement, voice my perspective, seek to understand perspectives, and plan my response***. They should describe the strategy and its importance.

Remind the students they have been learning how to take steps to resolve disagreements by understanding others and their perspective. When you ***seek to understand perspectives***, you try to figure out how the other person thinks or feels by imagining their point of view during a disagreement.

Tell the students they are going to practice the strategy. When they ***seek to understand perspectives***, they can ask themselves a few questions:

- What could be the reasons the person said or did that?
- Is there something that they need or want?
- What emotions may they be feeling?

When they ask themselves these questions, it helps them think about the other person's perspective, including reasons behind their actions and potential feelings. Explain to the students that you will read a scenario. For each scenario, the students should imagine that the conflict has really happened to them. You will ask them questions related to the scenarios, and they should use the [Feelings Chart](#) to help them answer the questions and ***seek to understand perspectives***.

Scenarios:

Your mom raises her voice and says, "No!" after you've asked three times if a friend could come over after school.	What could be the reasons your mom raised her voice and said, "No"?	What emotions might she be feeling?
Your friend is spreading rumors about you that aren't true.	Why would your friend be spreading rumors about you?	What emotions might he be feeling?
Your friend is avoiding you and won't talk to you.	What are some reasons your friend might not be talking to you?	What emotions might she be feeling?
Your brother said he doesn't want your help in learning to play basketball.	Why wouldn't your brother want you to help him?	What emotions might he be feeling?
Your dad won't let you have your phone until you have completed your homework each night.	What could be the reasons your dad has taken your phone away?	What emotions might he be feeling?

Your teacher said you couldn't go out to recess until you finished your work.	What could be the reasons your teacher is making you finish your work?	What emotions might she be feeling?
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Conclude the activity by reminding the students that when there is a conflict, **seeking to understand perspectives** may help them understand why the other person said or did something. **Seeking to understand perspectives** helps them identify why a conflict has occurred and think about how they can resolve the conflict. Emphasize that when the students don't agree with another person or when they can't understand the actions or words of another person, remember to show empathy toward the other person by thinking about how the other person might feel. When they do this, they are using the strategy **seek to understand perspectives**.

19. I can **listen and summarize**

Tell the students to work with a partner and review what they have learned about understanding others' perspective during a disagreement. Ask them to take turns responding to these prompts when they work with their partners:

- How do you show empathy?
[Possible response: you think about how the other person is feeling and why they are feeling that way.]
- How would you describe the strategy **seek to understand perspectives**?
[Possible response: it means you try to understand the other person's point of view, how they feel, and why they were upset during a disagreement.]
- Why is showing empathy and **seeking to understand perspectives** important during a conflict?
*[Possible responses: when we show empathy and **seek to understand perspectives**, it means that we care about the other person and want to resolve the conflict; we have to understand how the other person feels so we can think about how to resolve the conflict.]*

Explain to the students that **listening and summarizing** what the other person has said is a strategy that will help them understand the other person's perspective. Emphasize the strategy **listen and summarize** on the [Conflict Management Strategies Poster](#) and explain that when they have a disagreement with someone, it is important to let the other person explain their thoughts, feelings, and actions. When you listen to how the other person is feeling, it will help you better understand them and what you can do to resolve the conflict.

Inform the students that when they use the strategy **listen and summarize** to understand the other person, they should: 1. make eye contact with the other person, 2. listen carefully, and 3. use their own words to repeat back what was said. They can use phrases like "It sounds like ..." or "In other words ..." to help them summarize what the other person said. Inform the students that they are going to watch a video that will help them learn more about the strategy **listen and summarize**.

Show the two-minute video [Listen and Summarize](#) and then discuss the strategy:

- What do you do when you **listen and summarize**?
[Possible response: you make eye contact, listen carefully, and use your own words to explain what the other person said.]



From the video [Listen and Summarize](#)

- Why is it important to **listen and summarize** during a disagreement?
[Possible response: to help you understand the other person, show respect for them, and understand how to resolve the disagreement.]

Tell the students they are going to practice the strategy **listen and summarize**. Explain that you will pretend to be a character in three different stories that they probably know. You will explain a conflict that is happening, including how you feel and what you want to happen. Then they should work with a partner to summarize what you have said as the character. Remind the students that when they **listen and summarize**, they will need to look at you, listen closely to what you are saying, and explain what you have said using their own words. Read the first scenario to the students:

1. Cinderella: My name is Cinderella, and I am having a disagreement with my sisters. They always make me do the chores and never invite me to do fun things with them. It makes me feel sad and left out. They are going to a dance this evening, and I would really like to be invited, but because they don't do their share of the chores, I probably won't have the chores finished in time to go to the dance.

After reading the first scenario to the students, tell them to work with a partner and summarize what Cinderella has said. In their summary, they should explain what they heard, including her feelings and what she wants. Once the students have had a few minutes to develop their summaries, ask them to share them with the whole class.

Complete the activity by reading Scenarios 2 and 3 to the students and asking them to work with a partner to **listen and summarize** what each character has said.

2. Pinocchio: My name is Pinocchio, and my friend has really hurt my feelings. He made fun of my long nose by calling me "Long Nose Nocchio," and now other kids at school are calling me that too! He has been a good friend to me, and I want to continue to be friends with him, but I am so angry about what he did. I don't know what to do.
3. Snow White: My name is Snow White, and I am really upset with my roommates. There are seven of them, so our house is very crowded. The main issue is that they are rude. One of them falls asleep every time I try to talk to him. Another one is constantly sneezing, and he doesn't cover his mouth when he sneezes. I want to get along with my roommates, but their poor manners are making me extremely frustrated.

Summarize the activity by explaining that even when it's difficult, we should remember to use the strategy **listen and summarize** because it shows respect and helps us understand the other person. We will need to understand the other person's perspective to resolve the conflict.

Unit 7: Finding Solutions

Learning Targets:

20. I can explain *finding a solution*
21. I can practice *finding a solution*
22. I can explain how to *help others find solutions*
23. I can practice *helping others find solutions*

Materials (available at www.cccframework.org/cm-lessons-int/#u7):

- Conflict Management Definition Poster
- Video *Find a Solution*
- *Find a Solution in 7 Steps*
- Video *Two Girls and an Orange*
- Conflict Management Strategies Poster
- Video *Help Others Find Solutions*
- Large chart paper
- Video *The Peer Mediation Process*

Instructional Activities:

20. I can explain *finding a solution*

Emphasize that the students have been learning about why disagreements happen by *seeking to understand others' perspectives* during a disagreement. Ask a few volunteers to explain what to do when using the strategy *seek to understand perspectives* and why it's an important aspect of conflict management. Show the students the [Conflict Management Definition Poster](#) and explain that they have been working on knowing the reasons for the conflict by *seeking to understand perspectives*, showing empathy, and *listening and summarizing*.

Inform the students that when they better understand the reasons behind a conflict, they can begin to take steps to manage the conflict. Emphasize this section of the [Conflict Management Definition Poster](#). Explain that when they take steps to resolve the disagreement, they use strategies like *find a solution* and *help others find a solution* so that the disagreement can end.

Ask the students to think about the last time they had a conflict. Maybe it was with a friend, a family member, or an adult. Ask:

- How was the disagreement resolved?
- Did each person get what they wanted or needed?

After a few students have described their reflections, explain that *finding a solution* is part of learning conflict management. When you think about how you could resolve the conflict, you *plan your response*. There are times when you might decide to walk away from the conflict or avoid talking about it, especially if you don't care what happens next. But there are also times when you really care about what happens next and will need to talk with the other person to *find a solution*, or way to end the conflict. When you work with someone else to *find a solution*, you take turns explaining how you feel, what you want, and why you want something. Then both of you share ideas for ending the disagreement. The final step is for both of you to agree on what will happen next and begin resolving the disagreement.

Tell the students they are going to watch a video that will help them learn more about how to **find a solution**. Show the four-minute video [Find a Solution](#). Afterward, discuss the strategy:

- Describe the process for **finding a solution**?
[Possible response: you take turns explaining how you feel and what you want, you both share ideas for resolving the issue, and you both agree on what to do next to resolve the issue.]



From the video [Find a Solution](#)

- Why is it important to **find a solution** when you have a disagreement with someone?
[Possible responses: to end a conflict, so you can move on and stop arguing.]

Emphasize that when you **find a solution**, you take turns **voicing your perspective** and **listening and summarizing** what the other has said to ensure there are no misunderstandings. For example, if you and your friend were having a disagreement about what to do over the weekend, you might tell them, "I feel excited about going to the swimming pool. I want to go swimming because it's my favorite thing to do in the summer." Your friend would summarize what you had said by saying something like "You feel happy about going swimming and want to do it as much as possible." Remind the students that summarizing means using your own words to explain the important parts of what the other person has said.

Show students [Find a Solution in 7 Steps](#) and remind the students that when they use the strategy **find a solution**, there are seven steps to the process and that each step is represented by a color of the rainbow, starting with red.

Explain each of the seven steps:

Find a Solution in 7 steps



Ask the students to write the numbers 1–7 on a piece of paper and recall the steps in the process of **finding a solution** by writing each step. Afterward, ask them to work with a partner and check each other’s work. Emphasize that when they **find a solution**, it’s important to follow each step of this process or they are less likely to resolve the disagreement in a way that gives each person what they want. Tell the students that they will watch a video where two girls are arguing over an orange. They follow some of the steps for **finding a solution**, but they also miss several steps. Tell the students that as they are watching, they should identify the steps the girls did well and the steps they didn’t do for **finding a solution**.

Show the video [Two Girls and an Orange](#). Afterward, discuss:

- Which steps for **finding a solution** did the girls do?
[Possible response: they both said what they wanted.]
- Which steps did they miss?
[Possible responses: they missed all of the other steps; they didn’t explain why they wanted the orange, share ideas of resolving the conflict, or agree on what to do next.]
- Why is it important to complete each step of **finding a solution**?
[Possible responses: because it can help you understand each other and get what you both want; if the girls had completed each step, they would have both been able to get what they wanted.]

Summarize the activity by reminding the students that they can learn to resolve their disagreements on their own. When they want to resolve an issue in a way that maintains their relationships and results in a favorable outcome for each person, they should use the strategy **find a solution**.

21. I can practice *finding a solution*

Ask the students to recall the seven steps for *finding a solution*. Remind them that it is important to complete each of the steps so that everyone can participate in deciding how to resolve the disagreement.

Inform the students that they are going to play a game where they get to practice *finding a solution* to a conflict. During the game, they are going to pretend that they are in a disagreement with their partner, and they are going to practice following the seven steps for *finding a solution*.

Tell the students that you will read a scenario and they will work with a partner to decide which character each person will be. Then they will follow the steps for *finding a solution* by completing each of the seven steps as if they were the character. They will *voice their perspective* as their character, *listen and summarize* what the other person has said, and then share ideas for resolving the conflict.

Scenario:

Jodi and Leslie disagree about how to complete their American history project. Jodi wants to make a poster that illustrates a timeline of events. Leslie wants to write a skit and act out one of the most important events. By the end of the day, they need to tell their teacher what they plan to do.

Tell the students to decide who will be Jodi and who will be Leslie and to write statements based on the templates “I feel _____ when _____,” “I think _____ because _____,” and “I want _____ because _____” for their character to *voice their perspective*. Remind them that their character should explain how they feel and what they want and provide reasons for what they want.

As the students are working through the steps to *finding a solution*, circulate around the room and provide guidance and support as needed. Once the students have worked their way through the process, ask them to reflect and then share their experiences with the whole group:

- What was the most challenging part of the process for *finding a solution*?
- Which part of *finding a solution* was the easiest for you?
- Describe the outcome you and your partner both agreed on.
- What are some examples of situations when you could use the strategy *find a solution*?

Conclude the activity by reminding the students that it is important to complete each step for *finding a solution*. Emphasize that when they use the strategy *find a solution*, it can help them resolve their disagreements on their own and in a way that can be beneficial to everyone involved in the disagreement.

22. I can explain how to *help others find solutions*

Ask the students to work with a partner and review the process for *finding a solution* using the colors of the rainbow.

Remind the students that they can use the strategy *find a solution* anytime they are involved in a disagreement with another person. Then explain that there are times when people can't agree on what should happen next during a conflict. They may have tried to *find a solution*, but they still can't agree. When that happens, it may be necessary to ask another person for help. The other person can be an adult, a sibling, or a friend, but they are someone who isn't part of the disagreement. This person is usually referred to as a mediator. When we act as a mediator to help others resolve a disagreement, we use the strategy *help others find solutions*.

Emphasize the strategy *help others find solutions* on the [Conflict Management Strategies Poster](#). Tell the students that they are going to watch a video that will help them understand the strategy. Show the

four-minute video [Help Others Find Solutions](#). As they are watching, they should listen closely for how the girl in the video becomes a mediator and **helps others find a solution**. Afterward, discuss the strategy:

- What was the disagreement about? What did each person want?
[Possible responses: the disagreement was about who was going to be the class librarian; Jason and Maxine both wanted to be the librarian.]



From the video [Help Others Find Solutions](#)

- How did the mediator help Jason and Maxine **find a solution**?
*[Possible responses: she asked each person to share their feelings and explain what they wanted to happen; she listened to each person **voice their perspective**; she helped them brainstorm solutions to the problem.]*

Ask the students to brainstorm guidelines for mediators to **help others find solutions**. As the students are brainstorming, write their ideas on chart paper under the heading *Guidelines for Mediators*. Some guidelines could include:

- Not taking sides
- Allowing everyone to speak
- Keeping the conversation focused
- Helping them listen to each other
- Helping them take turns sharing

Then explain that they are going to watch a video that will help them determine additional guidelines for mediators. As the students are watching, they should write notes about guidelines for mediators. Show the video [The Peer Mediation Process](#).

Afterward, discuss additional guidelines mentioned in the video. Add any additional guidelines the students identify to the chart paper. Remind the students that when we **help others find solutions**, we follow the same process we used for the strategy **find a solution** with the colors of the rainbow. The only difference is that there is a mediator who helps those involved in the disagreement complete each step. Tell the students to work with a partner and take turns answering these questions:

- What do you do when you **help others find solutions**?
*[Possible response: you listen to each person **voice their perspective**, you remind each person to **listen and summarize**, and you help them brainstorm ideas for resolving the disagreement until they agree on what they will do.]*
- What are some guidelines good mediators should follow?
*[Possible responses: you need to remember to be a good listener, follow the process for **finding a solution**, and address each color of the rainbow.]*

- Why is it important to **help others find solutions**?

[Possible responses: to help others get along, to help others resolve their disagreement, to help others understand that we can all work together.]

Summarize the activity by emphasizing that when we **help others find solutions**, we need to be good listeners and understand the steps for **finding a solution**. Tell the students they will practice being mediators in the next activity.

23. I can practice **helping others find solutions**

Remind the students they have been learning how to take steps to resolve disagreements. They have learned how to **find a solution** and **help others find solutions**. Ask the students to recall important concepts related to negotiation (**find a solution**) and mediation (**help others find solutions**):

- Why is it important to complete each step when **finding a solution** or **helping others find solutions**?
[Possible response: so that everyone communicates and understands each other and so that the result is more favorable for each person involved in the disagreement.]
- What are the guidelines a good mediator should follow?
[Possible responses: be a good listener, help others complete each step, don't take sides, maintain confidentiality.]

Tell the students they are going to practice the strategy **help others find solutions** by using a scenario. Read the scenario to the students:

Stella and Chelsea are in an argument over whose turn it is to be captain of the football team during recess. Stella has been captain every day this week because she has been the first person on the football field each day. Chelsea's class is further down the hall, so she always gets to recess after Stella's class, and it is unlikely that Chelsea will ever be the first person on the football field. Chelsea feels that it is unfair for the same person to be the captain each day. Stella feels like whoever gets to the football field first should be the captain because that is the rule they have followed since second grade.

Divide the students into groups of three and ask them to decide who will be Stella, Chelsea, and the mediator. Ask the students to spend a few minutes thinking about their character's perspective, including how they might feel and why they might feel that way. Then they should create statements based on the templates "I feel ____ when ____," "I think ____ because ____," and "I want ____ because ____" for their character to **voice their perspective**. After they have created their statements, the mediator can begin the process of **helping others find a solution**. Remind the students that if they are the mediator, they will want to review the guidelines and help the others follow the steps.

As the students are completing the activity, circulate around the room and provide support if necessary. Once each group has completed the process of **helping others find solutions**, ask them to summarize how they resolved the disagreement.

If time allows, groups can observe each other and evaluate how well they followed the process of **helping others find solutions**, including how well the mediator facilitated the process. Conclude the activity by reminding the students that **helping others find solutions** is a strategy they can use anytime they aren't directly involved in a disagreement. **Helping others find solutions** is another way to practice conflict management.

Unit 8: Conflict Management—Putting It All Together

Learning Targets:

24. I can explain how to use the Conflict Management Strategies
25. I can identify Conflict Management Strategies

Materials (available at www.cccframework.org/cm-lessons-int/#u8):

- Conflict Management Strategies Matching Game

Instructional Activities:

24. I can explain how to use the Conflict Management Strategies

Inform the students that they have learned all ten Conflict Management Strategies but will need to practice each of them at school, at home, and in extracurricular settings to become even better at managing conflict.

Tell the students that they are going to think about situations when they could apply each of the strategies and ways that using the strategy would help them in that situation. Explain that you will assign them a Conflict Management Strategy and they will write a short story where a character in their story experiences conflict and applies the strategy. After everyone has written a short story, you will post them around the room and give students the opportunity to read each other's story.

Provide the students with the example below to help them understand the activity:

Short story using the strategy *explore conflict responses*:

My little brother borrowed my new video game controller without asking. I had saved up my allowance to buy it, and I was angry when I found out he had broken it. He knew I was going to be mad because he was hiding from me when I got home. I used the strategy *explore conflict responses* to think about which type of response would be best. I thought about what would happen if I responded like a shark and yelled at him. Then I thought about what would happen if I responded like a teddy bear and said, "It's okay. I didn't care about it anyway." I knew that neither of those responses was the best, so I decided to respond like an owl by asking him to give me part of his allowance each week to help save up enough money to buy a new controller. We agreed that if he gave me part of his allowance, he could use the new controller if he asked and was careful.

Assign each student a Conflict Management Strategy and tell them to write a short story with a character in a conflict who demonstrates the strategy.

Allow the students time to write their stories. After everyone has completed their stories, post them around the room, and ask the students to do a gallery walk, where they rotate around the room and read through each other's stories.

Summarize the activity by emphasizing that they will likely need to use several Conflict Management Strategies to resolve disagreements they experience. Remind the students to think about the most appropriate way to respond to a conflict and identify the strategies they will use before they respond.

25. I can identify Conflict Management Strategies

Remind the students that they have been learning conflict management and ways to resolve disagreements on their own. Tell the students they have learned all ten Conflict Management Strategies. To improve their ability to manage conflict, they will need to remember and practice each of them when they have the opportunity.

Give the students a few minutes to individually complete the [Conflict Management Strategies Matching Game](#).

<p>Answer Key</p> <ol style="list-style-type: none"> 1. Explore conflict responses: e 2. Pause and ponder: j 3. Manage my anger: b 4. Uncover reasons for the disagreement: a 5. Voice my perspective: d 6. Seek to understand perspectives: i 7. Listen and summarize: g 8. Plan my response: h 9. Find a solution: c 10. Help others find solutions: f 	<div style="text-align: center;"> <p>Conflict Management Strategies Matching Game</p> <p>Directions: Draw a line from the Conflict Management Strategy on the left to its matching description on the right.</p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 1. Explore conflict responses 2. Pause and ponder 3. Manage my anger 4. Uncover reasons for the disagreement 5. Voice my perspective 6. Seek to understand perspectives 7. Listen and summarize 8. Plan my response 9. Find a solution 10. Help others find solutions </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> a. I can think about what has caused the disagreement. b. I can calm myself when I have strong emotions. c. I can work with the other person to resolve the disagreement. d. I can respectfully explain my feelings and what I want during a disagreement. e. I can explain the different ways to respond to conflict. f. I can mediate when others have difficulty resolving a disagreement. g. I can listen closely to what the other person has said and then restate what they said. h. I can plan what I want to say and do during a disagreement. i. I can try and understand how the other person feels during a disagreement. j. I can stop and think about how I will respond to the conflict. </td> </tr> </table> <div style="text-align: center; font-size: small;"> <p>© 2021 Noonan & Gaumer Erickson</p> </div>	<ol style="list-style-type: none"> 1. Explore conflict responses 2. Pause and ponder 3. Manage my anger 4. Uncover reasons for the disagreement 5. Voice my perspective 6. Seek to understand perspectives 7. Listen and summarize 8. Plan my response 9. Find a solution 10. Help others find solutions 	<ol style="list-style-type: none"> a. I can think about what has caused the disagreement. b. I can calm myself when I have strong emotions. c. I can work with the other person to resolve the disagreement. d. I can respectfully explain my feelings and what I want during a disagreement. e. I can explain the different ways to respond to conflict. f. I can mediate when others have difficulty resolving a disagreement. g. I can listen closely to what the other person has said and then restate what they said. h. I can plan what I want to say and do during a disagreement. i. I can try and understand how the other person feels during a disagreement. j. I can stop and think about how I will respond to the conflict.
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Ask the students to compare their answers with a partner and then reflect on each Conflict Management Strategy and answer these questions:

- Which Conflict Management Strategy do you use most often? Provide an example of when you used it.
- Which Conflict Management Strategies were difficult for you to match to their descriptions?
- Which Conflict Management Strategies do you want to practice more? When could you practice these strategies?

After the students have answered the questions, ask them to share out a strategy they want to practice more. Emphasize that learning conflict management takes effort and practice. When they remember to use the Conflict Management Strategies and practice them while they are working in groups, interacting with others during recess, or finding it difficult to understand another person’s perspective, they will become better at conflict management.

Assessing Your Conflict Management Knowledge (Posttest)

Materials: A computer or tablet for each student

Preparation: To record and access assessment results, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Conflict Management Knowledge Test 3–6* again as a posttest. Note the code for your test and provide that code and the link below to the students. The items on the posttest are the same as those on the pretest.

Assessment Link: www.cccstudent.org

Code: _____

Re-administer the *Conflict Management Knowledge Test 3–6*

Explain to the students that they will each be taking the *Conflict Management Knowledge Test 3–6* a second time. The multiple-choice items will measure their knowledge of conflict management concepts. Comparing the results of the second section to their pretest results will demonstrate how much their understanding has increased.

For Items 1–10, encourage the students to pause for a moment after reading each item to think about their actions over the last month.

Tell the students that Items 11–27 test their knowledge of conflict management concepts and potential ways to effectively build conflict management.

Give the students time to complete the assessment (approximately 15 minutes).

Reflect on pre- and posttest results

Review each student's *Conflict Management Knowledge Test 3–6* with the *Conflict Management Performance-Based Observations* you have completed, noting areas in which they have grown and areas where they are still learning. Meet with each student to review and discuss the results. The goal is to help the students determine their areas of strength and opportunities for growth related to conflict management. Ask the students to answer the questions below to begin your discussion. Help the students identify their next steps in improving their conflict management.

- How has learning the Conflict Management Strategies helped you?
- Which strategies do you find easy and practice consistently?
- Which strategies do you find challenging and need to continue practicing?

After the students have reflected, ask them to summarize the concepts that are their strengths and the concepts that are their areas for growth.

Strengths in conflict management	Areas for growth in conflict management
1.	1.
2.	2.
3.	3.

Conflict Management Activity Crosswalk

This table shows the location of each Conflict Management Strategy within the three grade bands of the *Conflict Management Lessons [Primary, Intermediate, and Secondary]*. Regular font indicates that the strategy is addressed but is not the primary purpose of the activity. Bold font indicates that the strategy is a primary focus of the activity.

Strategy	Primary Activities	Intermediate Activities	Secondary Activities
 EXPLORE CONFLICT RESPONSES	3, 4, 6, 7, 24, 25	3, 4, 6, 7, 24, 25	3, 4, 6, 7, 25
 PAUSE AND PONDER	5, 6, 7, 9, 13, 25	5, 6, 7, 13, 25	5, 6, 7, 25
 MANAGE MY ANGER	9, 10, 25	9, 10, 25	9, 10, 25
 UNCOVER REASONS FOR THE DISAGREEMENT	11, 12, 16, 25	11, 12, 25	11, 12, 16, 25
 VOICE MY PERSPECTIVE	14, 15, 20, 21, 22, 23, 25	14, 15, 17, 20, 21, 22, 23, 25	14, 15, 20, 21, 22, 23, 25
 SEEK TO UNDERSTAND PERSPECTIVES	17, 18, 19, 25	17, 18, 19, 25	17, 18, 19, 25
 LISTEN AND SUMMERIZE	19, 20, 21, 22, 25	19, 20, 21, 22, 25	19, 20, 21, 22, 25
 PLAN MY RESPONSE	13, 25	13, 25	13, 14, 20, 25
 FIND A SOLUTION	20, 21, 25	20, 21, 25	20, 21, 25
 HELP OTHERS FIND SOLUTIONS	22, 23, 25	22, 23, 25	22, 23, 25

Noonan, P. M., Gaumer Erickson, A. S., & Heger, E. (2024). *Conflict management lessons* [Teacher lessons and student workbook]. College & Career Competency Framework. www.cccframework.org/competency-lessons-and-student-workbooks